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ABSTRACT

This evaluation addresses Florida concerns that relate to the mandates of the Carl D. Perkins Vocational Education Act for the 2 years ending June 30, 1990. It is based on year-round evaluation activities conducted by the Florida Council on Vocational Education through projects, committee meetings, public hearings, surveys, interviews, and analyses of various data pertaining to vocational education. The report is organized in nine parts that cover the following: (1) introduction, recommendations, commendations, and special recognitions; (2) strengthening vocational education; (3) the private sector and the modernization of vocational education programs; (4) the evaluation of vocational education; (5) business concerns and labor organizations--changing occupations; (6) equal access to vocational education programs; (7) vocational education and the Job Training Partnership Act; (8) Florida state plan for vocational education training; and (9) analysis of the distribution of spending and availability of vocational-technical education activities. Appendixes, which compose half of the document, include synopses of six public meetings and forums and responses to parts 2, 3, 5, and 7 of the report by various constituencies. Sixty-two references are provided. (KC)

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THE FLORIDA COUNCIL ON VOCATIONAL EDUCATION

BIENNIAL REPORT

For the Biennium
Ending June 30, 1990

FLORIDA COUNCIL on VOCATIONAL EDUCATION
Florida Education Center
Tallahassee, Florida 32399-0400
904/488-5308

March 26, 1991

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The Honorable Lawton M. Chiles
Governor, State of Florida
and Chairman, State Board for
Vocational Education
and Members of the State Board
The Capitol
Tallahassee, Florida 32399

Dear Governor Chiles and Board Members:

The Florida Council on Vocational Education is pleased to transmit for your consideration this Biennial Report for the two-year period ending June 30, 1990.

It is the hope of the Council that this report will be useful to the State Board as it provides leadership and direction for excellence in education in Florida. Likewise, the Council hopes the report will be of benefit to the many groups, agencies, and individuals who are interested in strengthening vocational education in our state. The Council believes the report provides a basis for increased focus on areas that offer opportunities for continued improvements in vocational and technical education.

The Florida Council on Vocational Education encourages the State Board for Vocational Education to respond to the recommendations listed in this report.

Sincerely yours,

Charles R. Perez, Chairman

mb

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PREFACE

This Biennial Report of the Florida Council on Vocational Education is based upon Council activities during the biennium ending June 30, 1990. The report was prepared in compliance with the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524). As required in this federal legislation, the Council provides consultation to the State Board for Vocational Education. The seven-member State Board is composed of the Governor, Commissioner of Education, Secretary of State, Attorney General, Treasurer and Insurance Commissioner, Comptroller, and Commissioner of Agriculture – all of whom are elected officials.

In addition to reporting Council findings and making recommendations to the State Board for Vocational Education, the Council provides its reports to the U.S. Secretary of Education, U.S. Secretary of Labor, the Florida Legislature, the State Job Training Coordinating Council, the business community, and the general public.

The 13 members of the Florida Council on Vocational Education, who are appointed by the State Board for Vocational Education, provide the Council with a broad range of expertise and experience. Seven individuals represent the private sector and six represent the public sector, including secondary and postsecondary education.

The duties and responsibilities of the Florida Council on Vocational Education, and its counterparts in all other states and U.S. territories, are identified in the Perkins Act [Section 112(d)] and are presented below:

(1) meet with the State board [for vocational education] or its representatives during the planning year to advise on the development of the State plan [for vocational education];

(2) advise the State board and make reports to the Governor, the business community, and general public of the State, concerning –

(A) policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped); and

(B) initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;

(3) analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State;

(4) furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;

(5) submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;

(6) assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs;

(7) recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;

(8) report to the State board on the extent to which individuals described in section 201(b) [special populations groups] are provided with equal access to quality vocational education programs; and

(9) (A) evaluate at least once every two years (i) the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State board, the State job training coordinating council, the [U.S.] Secretary [of Education], and the [U.S.] Secretary of Labor of these findings and recommendations.

The Perkins Act also stipulates that the Council ". . . provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the State." Appendix A of this report contains summaries of the public meetings held by the Council during this reporting period.

Copies of this Biennial Report or an Executive Summary are available upon request from the Florida Council on Vocational Education, Florida Education Center (1252K, PTW), Tallahassee, FL 32399-0400.

Part I

INTRODUCTION AND RECOMMENDATIONS COMMENDATIONS AND SPECIAL RECOGNITIONS

The Florida Council on Vocational Education shall:

> **advise the State board and make reports to the Governor, the business community, and general public of the State . . . ***

* Public Law 98-524, Section 112(d)(2)

INTRODUCTION

The Florida Council on Vocational Education (F/COVE) developed this report in compliance with requirements of Public Law 98-524, better known as the Carl D. Perkins Vocational Education Act. The approach taken in this report is broad in nature and is directed toward the major concerns and issues facing vocational-technical education in Florida. These concerns include funding, evaluation, planning, public participation, access of quality vocational-technical education by special populations, coordination, and employment and training information. For this reason, the discussions and data in this report represent a statewide perspective, rather than being focused on individual institutions or programs.

It should be emphasized in the beginning that this document is not a report of a single evaluation; it is a report of many Council activities. Findings and conclusions expressed in this report are the products of year-round evaluation activities conducted by the Council through a variety of means such as projects, committee meetings, public hearings, surveys, interviews, and analysis of various data pertaining to vocational education.

This report addresses Florida concerns that relate to the mandates outlined in the Perkins Act. It uses as its major resources documents produced by the Florida Council and state agencies, including the Department of Education (DOE), Division of Community Colleges (DCC), Division of Vocational, Adult, and Community Education (DVACE), and the State Job Training Coordinating Council (SJTCC). Council produced reports are available in unabridged form from the Council. Documents authored by DOE, DCC, DVACE, or SJTCC are available from the cited source. The reference section of this report lists all documents cited in this report.

Aside from its purpose of complying with federal mandates as outlined in the Carl D. Perkins Vocational Education Act, the Council hopes that the information contained in this report will prove helpful to the State Board for Vocational Education and to the many groups, agencies, and individuals interested in strengthening vocational education in Florida. The Council believes that the information contained in this report provides a basis for increased focus on those areas where the greatest opportunities exist for the continued improvement of vocational-technical education.

RECOMMENDATIONS

Primary recommendations of the Florida Council on Vocational Education resulting from Council activities during the biennium that ended June 30, 1990 are listed below. Council activity objectives included research, reports, position papers, and input at Council meetings designed for the purpose of providing the public with opportunities to comment about vocational-technical education in Florida.

There are other recommendations at the conclusion of various sections in this report. These recommendations are also listed in the position papers and reports that were developed by the Council during the biennium.

The Florida Council on Vocational Education recommends that the State Board for Vocational Education:

1. Promote the collaboration of the Florida Employment and Training Placement Information Program and the Bureau of Labor Market Information for the purpose of identifying significant occupations and industries in Florida related to new, emerging, and changing occupations.

2. Endorse the incorporation of information about new and emerging occupations, and their skill and preparation requirements, in the Florida career information delivery system as well as in the preparation of Career Merit Achievement Plans and Program Guides.

3. Encourage the expansion and use of the Schools Program of the Job Service of Florida at high schools, vocational-technical centers, and community colleges, and emphasize providing support to emerging segments of the labor force – specifically women and members of ethnic minority groups.

4. Establish a uniform definition of direct instructional costs so that expenditures of federal, state and local dollars for vocational education will be reported by level and program in the same manner by all delivery systems, thus making possible realistic comparisons and evaluations.

5. Foster the use of technologies and strategies, such as the SUNSTAR satellite system, by Florida university vocational teacher educators, to design and deliver appropriate, available, and timely university course work to active vocational educators throughout the state; and enable the state university system to strengthen the capability of university teacher education departments to recruit and prepare vocational educators in program areas affected by significant shortages of instructors.

6. Provide weighted FTE funding for *all* postsecondary vocational-technical programs that are designed for special needs populations, such as handicapped students, in order to offset the increased costs associated with these special programs; extend state-level funding to provide needed support services for students from special needs populations.

7. Encourage, support, and expand the cooperative activities of the Division of Community Colleges' Sunshine State Skills Program and the Division of Vocational, Adult, and Community Education's Bureau of Industry Services, thus enhancing the ability of the private sector to participate in, and benefit from, the modernization of vocational education in Florida.

8. Support the need for salary increases for Florida educators to help assure a competitive market for hiring and retaining vocational educators by establishing salary schedules that are comparable to the most common sources of vocational teachers – other states and business and industry.

* 9. Expand the mission of the Florida Education and Training Placement Information Program to include the collection of data on recent vocational education program completers employed in the October – December quarter; and encourage the collection of data for longitudinal studies of program completers, specifically including those who receive vocational education in correctional settings.

* 10. Request that each of the state vocational program technical committees develop and implement a program of work and maintain a chronological record documenting and tracking its recommendations and requested actions, along with perceived results, to facilitate the historical evaluation of committee activities.

* 11. Urge the Department of Education to inform educators – especially administrators, counselors, and occupational specialists – in Florida's school districts of the sites where the Employability Skills Interactive Videodisc Series is in use, so that the information may enable educators to create or expand cooperative or partnership arrangements with private industry councils in local service delivery areas whereby the Employability Skills Videodisc Series might be used to serve additional student populations during periods when the series is not being used by JTPA clients.

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* The Florida Council on Vocational Education is pleased to note that as this *Biennial Report* goes to press substantial progress toward the fulfillment of the spirit of this recommendation is already being made.

* 12. Request that the Department of Education continue and extend current revised management practices and procedures to more effectively and efficiently process certification applications to shorten the turn-around time schedule.

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* The Florida Council on Vocational Education is pleased to note that as this *Biennial Report* goes to press substantial progress toward the fulfillment of the spirit of this recommendation is already being made.

COMMENDATIONS

The Florida Council on Vocational Education recognizes accomplishments that have occurred at national, state, and local levels. There are many commendable aspects of Florida's vocational education effort. Thus, the Council desires to emphasize some of the good things that are happening in vocational-technical education.

The Florida Council on Vocational Education commends:

- The students, faculty, and staff of Mid-Florida Technical Institute (MFT) in Orlando, especially the membership of the MFT chapter of Vocational Industrial Clubs of America (VICA). The efforts of the students and instructors of the MFT truck-driver training program resulted in the delivery of 120,000 pounds of food, clothing, and other relief supplies to the victims of Hurricane Hugo in South Carolina (1989).

- The Business Administration and Management Program at Lake-Sumter Community College, in Leesburg, winner of the 1988 Region IV Secretary's Award for Outstanding Vocational-Technical Education Programs. The U.S. Secretary of Education annually recognizes one outstanding vocational education program from each of the nation's 10 regions.

- Valencia Community College, in Orlando, for its outstanding leadership and exemplary programs in vocational-technical education. During the 1988-90 biennium, two vocational programs at the college were nationally recognized:

  Computer Integrated Manufacturing (CIM) – winner of the 1990 Region IV Secretary's Award for Outstanding Vocational-Technical Education Programs. The U.S. Secretary of Education annually recognizes 10 programs, one from each of the nation's 10 regions. Two major partners in the CIM program, Stromberg-Carlson and Martin-Marietta, provide training space and technical input for the state-of-the-art training.

  Computer Programmer Training for the Disabled – selected by the National Center for Research in Vocational Education as one of the five programs in the United States to be honored in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations.

- The Learning Lab for Technology and Applied Sciences at Santa Fe Community College, in Gainesville, which was selected by the National Center for Research in Vocational Education as one of the five programs in the United States to be honored in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations.

- The Job Training Partnership Act (JTPA) Office of the Division of Vocational, Adult, and Community Education for the design of the Florida Model for Preparation for Employment and the development of innovative elements necessary for its effective implementation to better serve JTPA clients in Florida.

SPECIAL RECOGNITIONS

The achievements of the following individuals were brought to the attention of the Florida Council on Vocational Education. The Council therefore extends special recognition to them:

- **George Mehallis**, who was selected in 1990 by the American Vocational Association (AVA) to receive its Outstanding Service Award. Mehallis is executive director for technical education at Broward Community College and has "for more than 40 years," according to AVA, "personified outstanding service to vocational education."

- **Joan Hughes Odom**, who was selected as Home Economics Teacher of the Year by the American Home Economics Association in June 1990. Odom is an instructor in the Dade County Schools. Her work with students "at risk" in an alternative-school setting earned her national recognition.

The Florida Council on Vocational Education congratulates the recipients of the Council's 1989 and 1990 annual awards:

- Outstanding Achievement by a Vocational Secondary Student – 1989
  Cynthia Michelle Blount, a student in the Word Processing program at Amos Godby High School, Tallahassee. Cindy served as District II President of Florida FBLA (Future Business Leaders of America, vocational student organization). She was also a member of the National Honor Society and national Spanish and French honorary societies.

- Outstanding Achievement by a Vocational Secondary Student – 1990
  Eugene Germain, a student in the Criminal Justice Assisting program at Miami Edison Senior High School, Miami. As president of Miami Edison Senior Youth Crime Watch, Eugene organized numerous anti-drug and self-esteem assemblies for elementary and middle schools. Miami's chief of police awarded him the highest citizen's award from that department for Eugene's crime prevention activities. This ambitious student was a member of FBLA and also served as news editor of the school newspaper. Eugene's plans include the pursuit of higher education while working in the field of law enforcement.

- Outstanding Achievement by a Vocational Postsecondary Student – 1989
  Anita F. Cordary, a student in the Word Processing and Secretarial Science certificate programs at Indian River Community College, Fort Pierce. At the time of the award this exemplary individual – the widowed mother of a young daughter – attended school and worked two jobs.

- Outstanding Achievement by a Vocational Postsecondary Student – 1990
  Susan M. Fischetti, a student in the Parts Marketing program at Mid-Florida Technical Institute, Orlando. Susan was an active VICA member who excelled in extemporaneous speaking competitions; she also served as VICA State Vice President for Postsecondary Education.

- Outstanding Achievement by a Vocational Special Populations Student – 1989
  Ana Maria Gamez-Cendejas, a student in the Adult Migrant program at Indian River Community College (IRCC), Fort Pierce. Ana Maria, who had dropped out of high school to help her family, resumed her education at IRCC where she passed the GED test within three months. She then enrolled in both the Secretarial Science certificate program and the AS Degree program in Business Management at IRCC.

- Outstanding Achievement by a Vocational Special Populations Student – 1990
  Di Ann Tipton, a student in the two-year Automotive Mechanics program at Chipola Junior College, Marianna. Di Ann, a single parent with three minor children, drives 120 miles round trip each day to attend school! Di Ann, who commented that she once felt that she was a worthless and "unnecessary person," was one of three outstanding students invited to speak at an annual leadership workshop for Displaced Homemakers and Single Parents Program Directors.

- Outstanding Achievement by an Individual (non-student) – 1989
  Francis Stern-Montagny, a retired IBM electrical engineer, who has volunteered his assistance to the Heating, Air Conditioning, and Refrigeration Mechanics program and students at Sarasota County Vo-Tech Center. He has also provided financial assistance to students.

- Outstanding Achievement by an Individual in Business or Industry – 1990
  James B. Brown, Jr., Chief of Police, City of Leesburg. Three years ago Chief Brown approached the city commission to provide $27,000 to pay the full salary for one of his best officers to initiate and teach a Criminal Justice Aide course at Leesburg High School. Today in Lake County, programs are operating in seven high schools under the direction of seven police officers. Brown is dedicated to serving his community and to improving training opportunities. He serves as chairman of the Region 14 Coordinating Council.

- Outstanding Achievement by an Individual in Education – 1990
  Sylvia Blanco, Department Head for Allied Health Education, Erwin Technical Center, Tampa. Sylvia's accomplishments include the writing of *AIDS Guidelines, Policies, and Procedures* for Hillsborough County, which was presented at the 1988 annual Florida vocational conference. Many health facilities in Florida now utilize this policy.

- Outstanding Achievement by an Organization-1989
  Walt Disney World/MGM Studios (represented by **Ted Kaye**, Vice President of Film and Tape Productions), selected for the exemplary partnership with Valencia Community College in a program to train individuals in specialized skill areas for employment as film production technicians.

- Outstanding Achievement by an Organization-1990
  Church's Fried Chicken of South Florida – Miami – **Steven Eckhardt** and **Ben Feinswog**, owners. Church's employs 260 high school students in Dade and Broward counties. Members of the Church's team have participated in local advisory committees, supported vocational student organizations, and raised over $60,000 for the Partners in Education Black Student Scholarship Fund and other minority education ventures.

IN APPRECIATION

The Florida Council on Vocational Education believes it is both important and appropriate to honor **DOYLE CONNER**, who recently retired after serving 30 years as Commissioner of Agriculture and Consumer Services. Doyle Conner previously served his state as a member of the Florida House of Representatives. He was first elected at the age of 20 and, at age 28, was the youngest Speaker of the House.

Doyle Conner's leadership as chairman of the Florida Commission on Vocational Education (1984-86) could be viewed as the culmination of a lifelong interest in vocational education. His first experience in vocational education was as a student and member of the Future Farmers of America (FFA) vocational student organization. Commissioner Conner is a former State and National FFA President.

These words, included in the Report of the Florida Commission on Vocational Education (1986), help to convey Doyle Conner's philosophy of education:

> Florida needs a balanced approach to educational distinction. All students need a mix of both academic and vocational courses with sufficient elective alternatives to fulfill their aspirations and accommodate their learning styles. In order to be successful in the workforce and life, one needs problem-solving skills, command of the English language, self-discipline, and the ability to acquire and apply new knowledge.

Part II

STRENGTHENING VOCATIONAL EDUCATION

The Florida Council on Vocational Education shall:

> **advise the State board and make reports to the Governor, the business community, and general public of the State, concerning policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped) . . . ***

The resources listed below were used in preparing this section.

Florida Council on Vocational Education. (1990, June). *The Status of Vocational Educator Availability in Florida.*

Harrell, L. Warren. (1989). *Opinionnaire of Vocational Educator Shortages.* Tallahassee: Florida Council on Vocational Education.

Miller, Martha, J. (1989, February 17). Graduates of Teacher Education Programs. Memorandum, Florida Department of Education.

Miller, Martha, J. (1987). *Teacher Supply and Demand in Florida: Sixth Annual Report.* Tallahassee: Florida Department of Education.

Testimony offered at public comment and open forum meetings held by the Florida Council on Vocational Education.

* Public Law 98-524, Section 112(d)(2)(A)

THE STATUS OF VOCATIONAL EDUCATOR AVAILABILITY IN FLORIDA

A great reservoir of strength in any educational endeavor may be found in the available faculty. Therefore, the Florida Council on Vocational Education undertook a study of the availability of vocational education instructors. The study focused on vocational-technical teacher shortages and certification/recertification of vocational-technical professionals. In so doing, the Council sought information not only on perceived teacher shortages, but also on identified barriers to recruitment and retention that might contribute to the teacher-shortage problem.

The Council noted that the Florida Department of Education has predicted a significant shortfall of vocational instructors to fill the projected need through the year 2001. Thus the Council turned to a pool of "operational level managers responsible for the delivery of vocational education in Florida schools, area vocational centers, and community colleges" to obtain their perceptions of the process of staffing their institutions. The Council effected this inquiry through a survey of school district vocational directors, area vocational-technical center directors, and community college occupational deans.

Vocational educators, for purposes of this survey, included full-time teachers/instructors, adjunct teachers/instructors, special needs teachers, vocational counselors, occupational specialists, administrators, and supervisors. The survey gathered information on the availability of vocational educators, including: (a) the severity of any shortages; (b) factors contributing to any shortages; (c) the severity of any shortages relative to specific disciplines and programs; (d) sources of new teachers and instructors; (e) the impact of certification and recertification on the supply of vocational educators; and (f) suggestions for dealing with shortages.

The overall response rate was 62.5 percent, which was considered acceptable. The thoroughness with which the respondents answered the survey provided sufficient information to obtain the following conclusions.

1. There is a shortage of qualified vocational educators in Florida. Survey respondents perceived shortages affecting 63.7 percent of the delivery systems. Consequently, a significant number of needed vocational instructional programs were either terminated or not established within the last three years.

2. The most severe shortages in all delivery systems are in the program areas of industrial, health occupations, and public service education. At the district secondary level, the most severe shortages are in technology education and in agribusiness and natural resources education.

3. A significant number of part-time and adjunct teachers/instructors are used in area centers and community colleges. Nevertheless, both delivery systems continue to experience both severe and moderate shortages.

4. All delivery systems (districts, area centers, and community colleges) experience shortages of agribusiness and industrial education instructors. Additionally, area centers also report severe shortages in health occupations instructors and community colleges report shortages in both health occupations and public service education.

5. Relative to other types of vocational educators, a significant shortage of teachers assigned to separate specialized vocational classes for students who are handicapped and disadvantaged exists in district secondary schools and, to a lesser degree, in area centers.

6. Overall, the primary sources for hiring new teachers/instructors were business and industry and other states. At all levels a moderate number of teachers/instructors are "recruited" from neighboring districts or colleges.

7. Administrators at all three levels perceive the that lack of Florida teacher education graduates contributes greatly to the shortage problem. Likewise, they perceive the inability to attract qualified candidates as a significant barrier.

8. The two most significant barriers to recruitment and retention of instructors at all levels are inadequate salaries and certification problems. Difficulty adapting to the needs of special populations is another substantial factor.

9. Certification and recertification issues are significant barriers to recruiting and retaining vocational educators. The relevancy of eligibility requirements for certification and the lack of accessible, timely, and appropriate courses are both severe problems. Furthermore, the excessive turn-around time for receipt of certificates is the most frequently reported barrier to the recruitment and retention of vocational educators.

Recommendations

The Florida Council on Vocational Education recommended that:

1. The Department of Education should convene a task force representative of all concerned state and local parties and charge it with the responsibility to delineate specific problems relative to eligibility requirements for vocational teacher certification. This task force should recommend specific policy and procedures to certify and recertify vocational educators at the secondary and postsecondary adult level, including full- and part-time/adjunct teachers. Such procedures should be reasonably achievable by qualified job applicants and designed to assure that qualification requirements are appropriate to accommodate an individual's relevant knowledge and skills.

2. The Department of Education should continue and extend current revised management practices and procedures to more effectively and efficiently process certification applications to reduce the turn-around time schedule.

3. The State Board of Education should support the need for salary increases for Florida educators. This would have the effect of assuring a competitive market for hiring and retaining vocational educators by providing salary schedules comparable to the most common sources of vocational teachers – other states and business and industry.

4. Florida university vocational teacher educators should consider utilizing technologies and strategies, such as the SUNSTAR satellite system, to design and deliver appropriate, available, and timely course work to vocational educators.

5. The state university system should strengthen and expand the capability of university teacher education departments to recruit and prepare vocational teachers/instructors in those discipline areas experiencing significant shortages.

6. School districts and community colleges should consider using available staff development funds to provide inservice instruction for vocational teachers/instructors responsible for delivering instruction to disadvantaged and/or handicapped students, with additional training opportunities for teachers/instructors assigned to teach vocational subjects to special needs students in separate specialized classes.

Responses to these recommendations, originally presented in *The Status of Vocational Educator Availability in Florida*, were received from the Florida Department of Education's Division of Vocational, Adult, and Community Education and are included in Appendix B.

Part III

THE PRIVATE SECTOR AND THE MODERNIZATION OF VOCATIONAL EDUCATION PROGRAMS

The Florida Council on Vocational Education shall:

> **advise the State board and make reports to the Governor, the business community, and general public of the State concerning initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs . . . . ***

The resources listed below were used in preparing this section.

Florida Council on Vocational Education. (1990). *Conference Report. Fifteenth Annual Joint Conference: Florida Council on Vocational Education and State Vocational Program Technical Committees, October 24–25, 1989, Tampa.* Tallahassee: Author.

Florida Council on Vocational Education. (1989). *Conference Report. Fourteenth Annual Joint Conference: Florida Council on Vocational Education and State Vocational Program Technical Committees, October 27–28, 1988, Orlando.* Tallahassee: Author.

Florida Council on Vocational Education. (1990, June). *Involvement of State Technical Committees in Vocational Education in Florida.* Tallahassee: Author.

Florida Department of Education, Division of Vocational, Adult, and Community Education. (1989). *Florida State Plan for Vocational Education.* Tallahassee: State of Florida.

Testimony offered at public comment and open forum meetings held by the Florida Council on Vocational Education.

* Public Law 98-524, Section 112(d)(2)(B)

INVOLVEMENT OF STATE TECHNICAL COMMITTEES IN VOCATIONAL EDUCATION IN FLORIDA

Vocational program technical committees at the state level provide an excellent mechanism for communication and coordination between the education community and the world of business and industry. Vocational education cannot be effective in an isolated setting. Because of its very nature vocational education must cultivate and maintain ties to business and industry. Continual communication between the two communities is essential if vocational education is to provide the business community with a properly educated work force while it provides students with economic opportunity.

At the state level, educators responsible for program development have the opportunity to meet with representatives of business and industry in the framework of state technical committees. Since the membership of these committees is drawn from those who are both knowledgeable about their enterprises and interested in sharing their expertise, the emerging needs of business and industry and the needs of Florida's students are equally important topics for consideration.

Annual Joint Conference

The Annual Joint Conference of the Florida Council on Vocational Education and State Vocational Program Technical Committees is a statewide joint meeting which provides a two-day forum where education, business, industry, and labor representatives meet in joint and individual sessions. This meeting has traditionally been held each October in a centrally located city. During this biennium Orlando was the site of the 1988 Joint Conference on October 27-28. The 1989 Joint Conference was held in Tampa on October 24-25.

General sessions at the joint conference are designed to provide participants with current information on vocational education trends, as well as reports on both federal and state legislation affecting vocational education. During the 1989 conference the keynote speaker questioned why industry is spending $210 million on training. Perhaps, he explained, business is involved in education because American schools are not responding quickly enough to change.

The Florida Council on Vocational Education schedules its meetings so that members may attend meetings of the technical committees. This helps the Council to fulfill its federal mandates concerning technical committees. It provides an opportunity for the technical committees to "advise the council . . . on the development of model curricula to address state labor market needs."

A "Conference Report" is published which includes copies of the minutes of each technical committee. This report, prepared by the Florida Council on Vocational Education, also provides an overview of the conference general sessions.

In addition to their meetings at the annual joint conference, many of the technical committees conduct at least one other formal meeting during the year. Minutes from these other meetings are also shared with the Council.

Responsibilities

Federal legislation specifies that the membership of the state technical committees be drawn from employers and representatives of trade and professional organizations of relevant occupations, as well as representatives of organized labor, where appropriate. However, both the Carl D. Perkins Vocational Education Act and the *Florida State Plan for Vocational Education* include assignments of responsibility to the state technical committees.

Federal legislation requires advice from technical committees on the development of model curricula and skills inventories needed for entry, retention, and advancement in occupational areas taught in the state. The Florida State Plan goes farther, assigning to the committees the following functions:

1. Assist in identifying types of occupations in the occupational field and employment opportunities in each;
2. Assist in identifying and verifying essential competencies for occupations;
3. Evaluate instructional materials and curriculum needs;
4. Provide input to develop and update program philosophy, objectives, and guidelines;
5. Assist in providing information about current and future job opportunities;
6. Assist in recruitment of professional teacher staff;
7. Develop a directory of qualified resource personnel for program activities;
8. Assist in developing public information and public relations programs;
9. Assist in student placement; and
10. Coordinate program development with local advisory committees, industry, and governmental agencies.

The Survey

As part of its preparation to offer advice on initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs, the Florida Council on Vocational Education conducted a survey of the chairpersons of the state technical committees regarding committee performance of specified functions and responsibilities. Since the technical committees provide a vehicle for the involvement of the private sector, recommendations from the Council to improve their effectiveness will enhance the participation of the private sector in the modernization of vocational education.

The questionnaire that was sent to the chairpersons of the nine state technical committees asked, first, if each function has been addressed by the committee and, secondly, the respondent's perception of the importance of each function. Respondents were also asked to rate the effectiveness of their committees, to evaluate the greatest need facing their respective industries, to comment on the greatest need facing vocational education in Florida, to relate their perceptions of the greatest benefit of the committees to vocational education, and to indicate the greatest obstacle to the accomplishment of the committee's responsibilities. A section eliciting additional comments and concerns was also provided.

The results of the survey were published and distributed by the Council in June 1990 under the title *Involvement of State Technical Committees in Vocational Education in Florida*. In this report the Council concluded, in part, that "valuable work is being completed by the technical committees" and that they are "clearly striving to perform the responsibilities outlined for them in federal and state regulations."

Examples of committee contributions were cited. These included the involvement of the State Technical Committee for Agribusiness and Natural Resources Education in the development of the Centers for Agriculture Enhancement, the involvement of the Industrial Education Technical Committee in the development and implementation of the Centers for Electronic Emphasis, and the involvement of the Industrial Arts/Technology Education Technical Committee in the development of a new curriculum for Technology Education.

The report also noted that "it is unclear, however, if action has been taken on many of the recommendations shown in committee minutes." Nor, the report noted, was there any evidence to confirm communication and coordination between state and local advisory committees.

In addition to the evidence obtained through the formal survey process, testimony offered at open forum and public comment meetings indicated that participation of the private sector in vocational education through involvement with programs under the aegis of the Bureau of Industry Services and/or the Sunshine State Skills Program has been rewarding to both the private and public sectors. Council

members concluded from such testimony that the creation of such educational programs is another way to foster the participation of the private sector in the modernization of vocational education programs.

Recommendations

The Florida Council on Vocational Education recommended that:

1. Each technical committee should develop and operate from a program of work. The Division of Vocational, Adult, and Community Education should provide technical assistance to each committee in developing and implementing each committee's program of work.

2. Each technical committee should maintain a chronological record of its recommendations and actions requested. The documenting and tracking of committee recommendations and actions requested would be a part of historic evaluation of committee activities.

3. The state-level technical committees should be encouraged to work as a unified group to represent vocational education in the state of Florida.

Responses to these recommendations, originally presented in *Involvement of State Technical Committees in Vocational Education in Florida*, have been received from the Florida Department of Education's Division of Vocational, Adult, and Community Education and are included in Appendix C.

Part IV

THE EVALUATION OF VOCATIONAL EDUCATION

The Florida Council on Vocational Education shall:

> **furnish consultation to the State board on the establishment of evaluation criteria for vocational education programs within the State;***

The following resources were used in the preparation of this section.

Examination of vocational program review, 20 percent federal on-site evaluation, and vocational supplemental course review instruments and the accompanying instructions to reviewers.

Florida Council on Vocational Education. (1990, June). *Florida's Evaluation System for Vocational Education Programs*. Tallahassee: Author.

Florida Department of Education, Division of Community Colleges. (undated). *Reviewing Instructional Programs: An Information Guide*. Tallahassee: Author.

Interviews with officials who oversee vocational program evaluations within the Bureau of Vocational Program and Staff Development, Division of Vocational, Adult, and Community Education, Florida Department of Education.

* Public Law 98-524, Section 112(d)(4)

FLORIDA'S EVALUATION SYSTEM FOR VOCATIONAL EDUCATION PROGRAMS

In Florida the evaluation system for vocational education programs is composed of three major components. These components have been brought into being in response to the need for various types of evaluations required by state and federal legislation.

The Florida Council on Vocational Education found that, although various documents, instruments, and agents could be found to supply details regarding the component parts of the evaluation system, no single document described the three components. The Council then decided to fill the need for such a document, thus fulfilling its current program of work and facilitating future investigation.

The Purpose of Program Evaluation

The purpose of program evaluation is to ensure that the highest quality education can be provided to students with the available resources. Consequently, evaluators tend to examine such things as curriculum, faculty, equipment, objectives, student selection, and the proper use of funds.

Since local compliance with state and federal guidelines is controlled through funding, evaluation systems have been developed by Florida educators to address areas of concern to state and federal funding sources. There are currently three major evaluation initiatives in use in the Division of Vocational, Adult, and Community Education. These include:

- the vocational program review;
- the 20 percent federal on-site evaluation; and
- the supplemental vocational education program review.

Each of these has its own special purposes and characteristics, but they all share the methodology of site visits by state officials to vocational program delivery areas following self-study by the local education agency providing the program.

Vocational education programs offered at community colleges are subject to the Level I, Level II, and Level III evaluations of the State Board of Community Colleges program review process.

Vocational Program Review

Program review is an evaluation of vocational education programs in school districts, correctional institutions, and community colleges. Conducted jointly by regional program consultants of the Division of Vocational, Adult, and Community Education of the Florida Department of Education and administrators and instructors of the institution at which the program is being reviewed, the process essentially is a comparison of actual program offerings with established standards.

Thus, while program review is a tool for measuring compliance with standards of operation and fiscal accountability, it also serves as a tool for program improvement. The review process reveals any weaknesses in the vocational program and requires corrective action; it focuses the attention of state officials who can offer technical assistance to the instructor and the local education agency (LEA).

Department of Education (DOE) Rule 6A-1.0453 specifies that the purpose of program review is to ensure that:

- programs and courses use instructional objectives that are consistent with established program course standards;
- grade levels of students are appropriate;
- program course instructors are qualified; and
- facilities, equipment, supplies, and instructional materials are adequate.

The same rule requires the completion of an "exception report" whenever a course or program is found to be "out of compliance with law and criteria established by the rules of the State Board of Education."

In executing their duties, program reviewers are guided by an array of DOE rules. The 1989-1990 vocational program review instrument includes six standards, all with a legal basis. These standards govern (1) program content; (2) grade level; (3) teachers; (4) facilities; (5) equipment, tools, and supplies; and (6) instructional materials. If any one of these standards is not met, an exception report is prepared.

Programs that are not improved to correct any discrepancies noted in the exception report, in a timely manner, lose their weighted funding provided by Section 236.081(1)(c) Florida Statutes. This is a powerful stimulus for program improvement.

After scheduling a vocational program review, the DOE staff member (program specialist or program director) provides technical assistance to help the LEA prepare for the review. During the on-site review, the reviewer devotes time to examine and discuss with the teacher the teacher-provided supporting documentation indicating

program standard compliance. Documentation must be provided to confirm compliance in such areas as program content, grade level, teacher qualification, and equipment, tools, and supplies. The facility and other instructional materials are more easily evaluated by on-site examination than through documentation.

Following the vocational program review, the reviewer conducts an exit interview with the principal and other persons selected by the principal. The reviewer's findings and recommendations are discussed during this interview.

Thereafter, the reviewer completes a written report and submits it to the program director. The reviewer is encouraged to include findings of program or course strengths and any recommendations that can assist the LEA in strengthening the offering.

Two copies of the report are sent to the Vocational Curriculum and Staff Development Section in the Bureau of Vocational Program and Staff Development. That section prepares a cover letter from the director of the Division of Vocational, Adult, and Community Education (DVACE) to accompany the copy of the report that is sent to the LEA.

A vocational program review report that does not include an exception report is sent to the LEA within one month. A vocational program review report that includes an exception report is sent to the LEA within one week to allow the maximum amount of time for the LEA to bring the program or course in question into compliance. At the time of transmittal, a copy of the exception report is also provided to the Bureau of Auditing Services in the Florida Department of Education.

When the program or course in question has been brought into compliance, a correction report is prepared. If this report is prepared by August 1, **no FTE adjustment is made**. Copies of this report are sent by the DVACE director to the LEA and the Bureau of Auditing Services.

The purpose of vocational program review is to assist local education agencies in improving course offerings and programs. The process enhances the provision of technical assistance, resulting in better programs for Florida students. Program improvement is the goal of the evaluation system.

Frequency

The goal of the Vocational Division is to review each program/course at least once every five years. However, present DVACE staffing limits its ability to achieve this goal. Each assigned program specialist is required to make a minimum of thirty vocational program reviews; each program director is required to make five each year. This allows an average of 700 reviews to be conducted each year, for an

average of 3,500 reviews every five years. Since there are, according to the Bureau of Vocational Program and Staff Development, "significantly more than 3,500 different programs/courses" statewide, a greater time span is required to review each course and program.

However, since the process of vocational program review has, in recent years, discovered a remarkably small number of compliance exceptions (less than one percent), random sampling procedures are being introduced to determine which vocational programs and courses will be reviewed each year.

Program review may also be mandated for some sites under the provisions of the placement criteria established in Florida law.

The 20 Percent Federal On-site Evaluation

This evaluation mechanism, the evaluation/monitoring review, was instituted to monitor compliance with the requirements of federal legislation. Its purpose is fourfold:

- To ensure that the state of Florida is in compliance with federal law and the assurances stated in the Carl D. Perkins Vocational Education Act;
- To ensure that the funds were used for the purposes and activities (e.g., employees, transportation, equipment) stated in the funding proposal;
- To determine, where possible, the extent to which the intended outputs and outcomes were achieved; and
- To enhance the provision of technical assistance to help local educators and education agencies improve their course offerings and programs.

Funding of proposals is by funding category. The categories were established to conform with specific parts and sections of the Perkins Act.

Twenty percent of the eligible recipients are visited by on-site review teams each year, so that in five years all recipients will have been visited. The on-site review teams are composed of staff members of the Division of Vocational, Adult, and Community Education (DVACE) who are well informed about both legislation and the population being served.

At the close of each fiscal year, eligible recipients are required to submit one final report form for each proposal funded during the fiscal year. This form meets the minimum requirements, together with other DVACE data reporting requirements, recommended by the federal Office of Management and Budget.

The project final report(s) are used as helpful information by the review team and the local administrator when the federal 20 percent on-site evaluation is conducted. They are particularly useful because they contain the project's specified measurable objectives and a report on the extent to which the objectives are achieved each year. They also serve as indicators of how federal dollars are affecting a specific target population or activity. Depending on the nature of the proposal activity, this instrument serves to report data and information for qualitative and impact measures.

Visitation reports are prepared for each site visit and sent to local administrators and selected DVACE personnel. Copies of the reports are sent to the Auditor General (of Florida) and are used as the basis for the state audit requirement. DVACE is currently in the fourth year of implementation.

Vocational Supplemental Course Reviews

Supplemental courses are offered to adults through Florida's school districts and community colleges. They are designed to assist students who are already or formerly employed to reenter, maintain stability, or advance in a specific occupation.

Vocational supplemental course on-site reviews are conducted for the following purposes:

- To ensure that the course is designed for supplemental students;
- To ensure that the course conforms to current program course standards;
- To ensure that students meet the employment history requirement for enrollment in a supplemental course; and
- To enhance the provision of technical assistance to help local educators and local education agencies strengthen and improve their program and course offerings.

Twenty-five percent of school districts and twenty-five percent of community colleges offering supplemental courses are visited each year by review teams of evaluation specialists from the Bureau of Vocational Program and Staff Development. Local education agencies (LEAs) offering supplemental courses are identified by using FTE reports filed with the Division of Public Schools and the Division of Community Colleges.

In order to comply with the intent of the law and to best utilize the limited human resources available to conduct on-site evaluations, it has become necessary to sample within program areas after sites are selected. Forms were developed to assist LEAs and the review teams in the conduct of this specific type of review.

Following the on-site review, which focuses on curriculum and enrollment, visitation reports are prepared and sent to local administrators and selected DVACE personnel.

A summary report for each fiscal year is prepared and sent to the Commissioner of Education for distribution to the Florida Legislature. In addition, a copy is sent to internal auditors of the Department of Education who use the findings as the basis for conducting funding audits.

Copies of the instruments were included in the appendix of the full Council report.

SBCC Program Review Process

The document *Reviewing Instructional Programs: An Information Guide* (Division of Community Colleges, undated) provides the following information about the State Board of Community Colleges (SBCC) program review process.

> PROGRAM REVIEW PROCESS
>
> Many components combine to make high quality community college programs. The period review or evaluation of programs helps to insure such quality.
>
> As part of the emphasis of the legislature on quality educational programs, the State Board of Community Colleges (SBCC) is required to conduct reviews of all community college instructional programs at least once every five years (Sections 240.147 and 240.031, F.S. and 6A-0.39, FAC). To accomplish this purpose, the SBCC developed the program review process with the assistance of community college academic leadership. This process incorporates the five-year cycle reviews of vocational programs conducted by the Division of Vocational, Adult, and Community Education (DVACE) and complements the five-year cycle review by the Board of Regents (BOR). The DVACE reviews, conducted by the DVACE regional office staff, follow a set of ten criteria. The DVACE process is essentially a program self-study designed to identify needs for program revisions.
>
> The three-level SBCC program review process relies heavily on an annual review and analysis of information on program performance. It is the basis for more in-depth institutional and statewide reviews. The process emphasizes local college responsibility to review programs needing significant management decisions. The SBCC assumes responsibility for assuring that local reviews are being conducted and for reviewing statewide programs where there are endemic policy problems or funding issues of concern to the whole system.

There are three levels in the SBCC program review process corresponding to three successive levels of review:

- Level I – annual production by the SBCC of a display of data pertinent to each instructional program approved by trustees;

- Level II – comprehensive review by community colleges of selected programs based on Level I results and other factors, including the results of DVACE reviews; and

- Level III – statewide review by SBCC of selected program issues based on results from Levels I and II and other factors.

Level I Program Review

The purpose of Level I is to identify programs that exhibit discrepancies from established criteria. Level I focuses on selected statistical performance measures for instructional programs such as:

- number of students enrolled in the program (headcount);
- number of students completing the program who are employed in the field or continuing their education;
- program costs; and
- student performance on licensure tests, CLAST, or upper division university work.

Level I review is based only on these data reports. An indication is made if a performance measure varies from a predetermined set of values (e.g., enrollment declines more than 20 percent over three years). If the variance is outside the state standard, an indication appears in the report. These marks may suggest programs that need greater in-depth review.

In April of each year, data (Level I reports) displays are sent to the community colleges for review. Community colleges use the data displays and other information to identify programs to be reviewed in Level II.

Level II Program Review

The purpose of Level II is to develop recommendations for program improvement, consolidation, termination, or continuation. The design of the institutional review process is entirely up to the college. It is conducted by college staff and invited others including the State Board of Community Colleges and the Division of Vocational, Adult, and Community Education staff, if it is a vocational program.

Each community college reports to the State Board of Community Colleges (SBCC) the programs it will review the following year, as well as the results of reviews just completed. Community colleges conduct the reviews to determine necessary changes.

For AS degree programs, the reviews may include activities that support the five-year cycle reviews of the Division of Vocational, Adult, and Community Education (DVACE), or be solely the DVACE review.

Level III Program Review

The purpose of a Level III review is to respond to issues or problems of system-wide or statewide policy, funding, or articulation concern. The design and conduct of Level III reviews are by SBCC staff.

SBCC staff recommend programs for the SBCC to select for statewide review. Information used in developing this recommendation include:

- results from Level I and II review;
- legislative interests; and
- interests of the State Board of Education (SBE).

The reviews are issue oriented, addressing the need for changes in state policy, funding priorities, or articulation processes. Reviews are conducted by the SBCC and in the case of vocational programs, incorporate the findings from statewide coordinated five-year cycle reviews of the DVACE. Wherever appropriate, Level III reviews are coordinated with Board of Regents' reviews. Recommendations are generated for SBCC action. Recommendations may be for legislative initiatives, system-wide changes in college curriculum, or State Board of Education policy action.

Conclusion

The Florida Council on Vocational Education concurred that Florida's evaluation system for vocational education programs is satisfactorily meeting the need for evaluation and should continue to operate. The Division of Vocational, Adult, and Community Education and the Division of Community Colleges have developed procedures which assist local education agencies in improving course offerings and programs. The Council found the incorporation of random sampling procedures, as explained by officials of the Division of Vocational, Adult, and Community Education, to be a reasonable solution to the problem of personnel workloads.

Part V

BUSINESS CONCERNS AND LABOR ORGANIZATIONS

The Florida Council on Vocational Education shall:

> **submit recommendations to the State board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations;***
>
> **recommend procedures to the State board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations;****

The following resources were used in the preparation of this section.

California Employment Development Department. (1988). *State/Local Labor Market Information Cooperative Program*. Sacramento: State of California.

Florida Council on Vocational Education. (1990, January). *Changing Occupations in Florida: An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market*. Tallahassee: Author.

Florida Department of Education. (1988). *Blueprint for Career Preparation*. Tallahassee: State of Florida.

Florida Department of Education, Division of Vocational, Adult, and Community Education. (1987). *Policy Research Report for Florida Management Planning for Vocational Education*. Tallahassee: State of Florida.

Florida Department of Labor and Employment Security. (1988). *Florida Workforce 2000*. Tallahassee: State of Florida.

– *continued*

* Public Law 98-524, Section 112(d)(5)
** Public Law 98-524, Section 112(d)(7)

– *Resources, continued from page 33*

Florida Department of Labor and Employment Security, Bureau of Labor Market Information. (1988). *Ninety Jobs for the Nineties.* Tallahassee: State of Florida.

Florida Occupational Information Coordinating Committee. (1982). *Approaches to Identifying New and Emerging Job Opportunities in Florida.* Tallahassee: State of Florida.

Floyd, Roland. (1982). *Manufacturing in Florida.* Tallahassee: Bureau of Research and Analysis, Florida Department of Labor and Employment Security.

Johnston, William B. and Packer, Arnold. (1987). *Workforce 2000.* Indianapolis, IN: Hudson Institute.

Martin, Julia H. and Tolson, Donna J. (1986). *Changing Job Skills in Virginia, the Employer's View.* Richmond: Virginia Occupational Information Coordinating Committee.

Oregon Occupational Information Coordinating Committee. (1981). *New and Changing Occupations.* Salem: State of Oregon.

Texas Occupational Information Coordinating Committee. (1986). *Emerging Occupations Study.* Austin: State of Texas.

Wisconsin Occupational Information Coordinating Committee. (1987). *New Technology and Changing Occupations.* Madison: State of Wisconsin.

CHANGING OCCUPATIONS IN FLORIDA

An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market

The Florida Council on Vocational Education believes that the identification and description of new and emerging occupations, along with changing skill requirements of existing jobs, is a primary concern of business and labor, and that business and labor can make a substantial contribution to knowledge about job changes in Florida's labor force. The report *An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market* was undertaken to set forth policy recommendations from the Florida Council on Vocational Education to aid in assuring that Florida's vocational education programs are relevant to the changing needs of the state's labor market.

The report is divided into three parts. Part I provides background to the topic of new, emerging, and changing occupations, including the need to study and respond to this subject. It also includes definitions of terms and a brief description of the "state of the art" in Florida and the United States. Part II provides recommendations on identifying new, emerging, and changing occupations and their skill requirements, including analysis of labor market information and input from business and labor. Part III provides suggestions for responding to identified occupational changes.

Of greatest significance to the participation of business concerns and labor organizations is the identification in the report of the extant means of participation whereby individuals and groups from the private sector can help the education community identify areas of future need. These same means may also be used to identify knowledge and skills for which education will be needed.

Although the Florida Occupational Employment Statistics (OES) program, operated by the Bureau of Labor Market Information of the Florida Department of Labor and Employment Security, can provide comprehensive and reliable data on occupational employment in Florida, jobs that are new to the economy may be initially too few to be picked up by the program. Likewise, jobs that are changing may be reported in a broader or more general category. Furthermore, the OES program is not designed to identify the skills required by different occupations. It is therefore necessary to examine ways to supplement OES data in these areas. This can best be done by those who are most closely involved with the duties and skills of various jobs, i.e., industry and labor representatives.

There are several existing vocational education-related groups, associations, and organizations, in addition to the Florida Council on Vocational Education, that have industry and labor members for the purposes of advising and assisting with vocational education linkages. These exist at state, regional, and local levels and provide

effective vehicles for the participation of the public in the provision of vocational education.

Such organizations, groups, and associations include:

State vocational program technical committees for each of the occupational program areas provide input into the development of curriculum to assure realistic, high quality vocational instructional programs. Functions of these state technical committees also include identifying occupations in the program area and related employment opportunities, identifying occupational competencies, and providing input about current and future job opportunities.

The **Economic Development Advisory Committee** advises the State Board of Community Colleges in the operation of the Sunshine Skills Program which was established to assist employers that have specific training needs for employees in new, expanding, or diversifying businesses.

The **Florida Education and Employment Council for Women and Girls** was established to assess the needs of women and girls as these needs relate to educational training and employment that leads to economic self-sufficiency. The council makes recommendations to the Commissioner of Education and the State Board for Vocational Education to ensure that Florida's educational system offers women and girls opportunities for education in occupational skills that meet the needs of business and industry.

The **Florida Education and Industry Coalition** was established to enhance cooperation between education and industry in Florida. One of the stated functions of this organization is to assist in responding to advanced technological needs.

There are four regional organizations related to the Florida Education and Industry Coalition: the **East Central Florida Consortium for Higher Education and Industry**, the **Information Technology Education Consortium of Northeast Florida**, the **Southeast Florida Education Consortium**, and the **Tampa Bay Consortium for Business and Higher Education.**

The **Florida High Technology and Industry Council** was established to help coordinate educational resources in the state with the needs of business and industry in the high technology arena.

The **Industry Services Advisory Council** has as one of its functions the coordination of interagency activities related to the identification of prospective new or expanding industries and training needed by such industries.

Regional coordinating councils for vocational education and adult general education are involved in regional needs assessment and planning for vocational education. At least 51 percent of the membership of each of the 28 regional coordinating councils must be drawn from the private sector.

Local general advisory committees may be established by program area, school, community, or region and include at least one representative from business, industry, and labor.

Craft/occupational committees are established for a particular program area and are composed of persons who have a background in the occupational program area. They deal with such matters as program curriculum and equipment needs.

Additionally, the **State Job Training Coordinating Council**, the 24 regional **private industry councils** associated with the Job Training Partnership Act, and the **State Apprenticeship Council** all include business, industry, and labor representatives and are all interested in the provision of vocational education.

The Florida AFL-CIO has a network of **central labor councils** made up of local union affiliates.

It should also be noted that the Division of Vocational, Adult, and Community Education depends heavily on committees of business, industry, and education representatives in the preparation of Career Merit Achievement Plans (Career MAPs) and Vocational Program Guides. Each vocational program area has its own committee especially appointed to undertake the task of preparation.

Private sector members of all such groups can provide valuable information on changing occupations in Florida and the skills and knowledge students will need to perform effectively in them.

Recommendations

The Florida Council on Vocational Education recommended that:

1. Activities on new and emerging occupations should be coordinated through the Labor Market Information Coordinating Committee, Florida Department of Labor and Employment Security.

2. The Bureau of Labor Market Information should identify significant occupations and industries in Florida related to new, emerging, and changing occupations. Data collected through the Florida Employment and Training Placement Information Program should also be utilized in this effort.

3. The Bureau of Labor Market Information should work with the Division of Vocational, Adult, and Community Education, in cooperation with the Division of Community Colleges, to develop survey procedures for identifying additional new, emerging, or changing occupations and their skill requirements.

4. The Division of Vocational, Adult, and Community Education should utilize the information on changing occupations to help set priorities for Career Merit Achievement Plan development.

5. The Labor Market Information Coordinating Committee should recommend how to effect a statewide impact on responding to identified changes in occupations and related skill requirements.

6. The Florida Department of Education, in cooperation with the Florida Department of Labor and Employment Security, should develop information about the number and characteristics of expected new entrants to Florida's labor force.

7. The Florida career education delivery system should incorporate information about new and emerging occupations in Florida, and on skill and preparation requirements, based on collected data.

8. The Schools Program of the Job Service of Florida should be encouraged at high schools, vocational-technical schools, and community colleges with particular emphasis on providing support to emerging segments of the labor force – specifically women and members of minority groups.

Responses from the Florida Department of Education's Division of Vocational, Adult, and Community Education to the recommendations presented in *Changing Occupations in Florida: An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market* are included in Appendix D.

Responses from the Bureau of Labor Market Information in the Florida Department of Labor and Employment Security's Division of Labor, Employment, and Training to *Changing Occupations in Florida: An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market* are also included in Appendix D.

Part VI

EQUAL ACCESS TO QUALITY VOCATIONAL EDUCATION PROGRAMS

The Florida Council on Vocational Education shall:

> **report to the State board on the extent to which individuals described in section 201 (b) are provided with equal access to quality vocational education programs . . .***

The resources listed below were used in preparing this section.

Data supplied by the Florida Education and Training Placement Information Program (FETPIP).

Florida Council on Vocational Education. (1988, October). *A Report of Equity for Women and Minorities in High Technology Programs in Florida.* Tallahassee: Author.

*Public Law 98-524, Section 112(d) (8)

HIGH EMPLOYMENT INDUSTRIES
EMPLOYING VOCATIONAL PROGRAM COMPLETERS

To obtain an estimate of access to quality vocational education, the Florida Council on Vocational Education examined the participation of male, female, and minority completers of vocational programs in high-employment industries during the first quarter following program completion. High-employment industries were then categorized as high-wage industries and low-wage industries for further analysis.

The Council also examined the participation of men, women, and members of minority groups in vocational education in Florida.

High-employment industries, for purposes of this account, are those that employed 20 or more individuals, from one of six race and sex categories, for a full quarter (July–September 1988). The categories are: Black female, Black male, Hispanic female, Hispanic male, White female, White male.

High-wage industries, for purposes of this account, are those that pay wages which are above the average for vocational program completers, at comparable educational levels, for the July–September 1988 Florida Education and Training Placement Information Program (FETPIP) follow up. Low-wage industries are those that pay wages which are below the average for vocational program completers, at comparable educational levels, for the July–September 1988 FETPIP follow up.

The average wages for vocational students in their comparability categories for the July–September 1988 FETPIP follow up were as follows:

District Secondary	$2,473
District Postsecondary	$4,375
Community College Associate of Arts	$3,931
Community College Vocational	$5,175

Analysis

To determine if the participation in high-employment industry labor markets is a function of access to vocational education, it is necessary to compare the employment statistics to enrollment statistics. Using figures provided above, the following comparison chart was constructed to illustrate differences in enrollment and employment using race and sex as indicators.

Comparison of Enrollment and Employment Statistics
Percentages of Participation

	D2	DPSA	CC	CCVoc	HE	HWEmp	LWEmp
WM	31	29			40	48	32
WF	35.6	30			39	33	45
BM	9.7	8			5	6	4
BF	13.4	15			8	5	11
HM	4.2	6.3			4	4	3
HF	4.8	9			4	4	5
TM	47	46	41	58	49	58	39
TF	53	54	59	42	51	42	61
TB	23	23			13	11	15
TH	9	15.3			8	8	8

D2	District Secondary Programs
DPSA	District Postsecondary Adult Vocational Programs
CC	Community College Programs
CCVoc	Community College Vocational Programs
HE	High Employment Industry Employment
HWEmp	High-wage Employment
LWEmp	Low-wage Employment
WM	White Males
WF	White Females
BM	Black Males
BF	Black Females
HM	Hispanic Males
HF	Hispanic Females
TM	Total Males
TF	Total Females
TB	Total Blacks
TH	Total Hispanics

Comparisons of the percentages of enrollments and employment in high-employment opportunities confirm that participation in the labor market for all indicated populations is **not** restricted by the unavailability of vocational education programs, either secondary or postsecondary. Likewise, the patterns of enrollment and employment suggest that an available pool of trained workers from minority and female populations will be available to provide for the needs of the economy as the available pool of White males dwindles.

Thus it may be argued that educators have achieved a greater degree of success in providing equal access to vocational education than employers have achieved in providing equal access to employment.

The procedure of collecting data from the July–September quarter to measure the success of vocational program completers may have affected the findings. It is possible that the high representation of males in the high-wage employment may be due to factors such as mobility or social connections that enable them to enter training-related employment more rapidly than other population groups. Family or social considerations may also delay the entry of female completers into training-related employment. Data collection from another quarter might well reveal a different demographic situation.

Another indication of equal access to vocational education may be seen in the comparison of enrollments at the secondary level with those at the postsecondary level provided by the school districts. The percentages of Black females, Hispanic females, and Hispanic males enrolled in district-provided vocational programs increases at the postsecondary level.

The high percentage of enrollment of women and minorities in district-provided programs and the successful participation in the labor market by female community college vocational program completers indicate that Florida's educational community has made substantial progress in providing equal access to quality vocational education for all who seek it. Community college vocational programs are, however, fewer in number, of longer duration, and more expensive than most district-provided postsecondary programs.

Conclusion

Many factors influence enrollment in educational programs and participation in the labor market. Not the least among these is the individual freedom of choice that is the hallmark of democratic political systems. Consequently, there is little educators can do to enforce proportional enrollment beyond the secondary level, or to ensure proportional employment for all population groups within society. They can, however, strive toward the goal of providing equal access to education for all individuals within society.

Three findings of this study indicate that substantial progress toward the goal of providing equal access to quality vocational education for all who seek such access in Florida has been achieved. These findings include:

- Employment in high-employment industries for all studied population groups is not restricted by unavailability of vocational education.

- Percentages of enrollments of Black females, Hispanic females, and Hispanic males in district-provided vocational education programs are higher at the postsecondary level than at the secondary level.

- The sex of the individual completer seems to be a greater influence than the race of the individual completer in determining whether the completer received a high wage or a low wage.

Recommendations

The Florida Council on Vocational Education recommended that:

1. The Florida Education and Training Placement Information Program should collect data on recent program completers that reflect employment during the October – December quarter. The collection of data for longitudinal studies of vocational education program completers is also encouraged.

2. Data should be collected on persons who have received vocational education in correctional settings. The Florida Education and Training Placement Information Program should collect these data, and said data should be made available for analysis.

Part VII

VOCATIONAL EDUCATION AND THE JOB TRAINING PARTNERSHIP ACT

The Florida Council on Vocational Education shall:

> **(A) evaluate at least once every two years (i) the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State board, the State job training coordinating council, the** [U.S.] **Secretary** [of Education]**, and the** [U.S.] **Secretary of Labor of these findings and recommendations.***

The following resources were used in the preparation of this section.

Boyd, LaDon. (1987, August). *The Escambia County School District JTPA Vocational Program: How the Escambia County School District and the Private Industry Council of SDA #1 are Working to Prevent High School Dropouts, Boost Economic Development and Put People Back to Work.* Paper presented at the 20th Annual Florida Vocational and Adult Educators' Conference, Orlando.

Center for Instructional Development and Services, College of Education, Florida State University. *Employability Skills Interactive Videodisc Series. Brochure.*

Florida Council on Vocational Education. (1990, June). *The Use of JTPA Eight Percent Set-aside Funds in the Creation of the Florida Model for the Education of JTPA Clients.* Tallahassee: Author.

Florida JTPA Director Honored by NETA. (1987, September/October). *Florida Vocational Journal.*

– *continued*

* Public Law 98-524, Section 112(d)(9)

– *Resources, continued from page 45*

Furbee, Charles. (1987). *Pensacola Boasts Model Dropout Prevention Program.* Unpublished Manuscript, Archives of the *Florida Vocational Journal*, Tallahassee.

Laugen, Ronald C. (1985, June). Field Test Evaluation of *Interviewing for a Job.* Job Training Partnership Act Employability Skills Series. Center for Instructional Development and Services, College of Education, Florida State University.

MacDonald, Lucy Tribble. (1989, September/October). Laser Discs – One Solution to the Problem of Adult Literacy: A Closer Look at Available Hardware and Generic Software. *Instructional Delivery Systems.*

Petty, Anne. (1985, October). Job Hunting Students Start with Television. *Electronic Education.*

Roberts, William B. (1990, January). Models for the Nation. Part I – Seminole's Countywide Effort. *Florida Vocational Journal.*

Settlemeyer, Dawn. (1989, November/December). Orlando PIC Sets the PACE. *Florida Vocational Journal.*

Spurlin, Hiram J. (1989, October 12). Interview by William B. Roberts.

U.S. Department of Labor, Employment, and Training Administration. (1983, March 15.) Implementing Regulations for Programs under the Job Training Partnership Act. *Federal Register.*

THE USE OF JTPA EIGHT PERCENT SET-ASIDE FUNDS IN THE CREATION OF THE FLORIDA MODEL FOR THE EDUCATION OF JTPA CLIENTS

In this biennium the Florida Council on Vocational Education undertook to discover, through interviews, research in the literature, and "hands-on" materials investigation, the contributions made by Florida educators to the mission of the Job Training Partnership Act (JTPA). The Council was particularly interested in the fruits of cooperation between JTPA and vocational education which enabled JTPA clients to benefit from Florida's system of vocational education and which also enabled Florida's vocational education students to benefit from the efforts of educational innovators working to enhance the success of identified JTPA clients.

The investigation resulted in the exposition of the "Florida Model," a brainchild of the JTPA office in the Division of Vocational, Adult, and Community Education (DVACE) within the Florida Department of Education. The Florida Council on Vocational Education endorses the concept that the results of the pilot tests of innovative practices in Florida, as referenced in the Council report, could be useful to advocates for improving vocational education and enhancing the success of the Job Training Partnership Act.

The JTPA eight percent set-aside funding has enabled the personnel in the JTPA office in the DVACE to analyze the needs of JTPA clients, investigate methods of meeting those needs, and develop programs to provide JTPA clients with the skills they need to function more effectively in the work force. Likewise, the eight percent set-aside has enabled the state office to provide individual service delivery areas (SDAs) with the equipment and curriculum materials they need to implement the programs developed as a result of this leadership from the Department of Education.

The Florida Model is the result of the coordinated efforts of the JTPA office in the DVACE, the State Job Training Coordinating Council, and the private industry councils (PICs) of Florida's 24 SDAs. In the development of this model, eight percent set-aside funds were used in the selection of an assessment methodology, in the provision of workshops to train counselors and occupational specialists to work with JTPA clients, for the purchase of motivational training materials, for the acquisition and testing of computer-assisted hardware and courseware for basic and remedial education, and in the development and testing of microcomputer controlled interactive videodisc employability skills courseware.

The creation of these two elements – the basic and remedial education/dropout prevention stage and the employability skills stage – and the implementation of these particular elements gave the Florida Model its uniqueness, magnified its effectiveness, and brought national recognition. Florida's pioneering effort could save other states considerable trouble in constructing their own models.

The Florida Model

The Florida Model consists of a series of stages (i.e., recruitment and intake, JTPA certification, testing and assessment, counseling, motivational training, basic and remedial education, occupational education, employability skills training, on-the-job training, and job matching and placement). JTPA clients may pass through some or all of the stages, once they have been recruited and certified, depending on the skills they already possess and those they need to acquire. The stages they pass through are determined by the outcomes of the testing and assessment phase, and the recommendations of the counselor.

Florida officials in the Department of Education's Division of Vocational, Adult, and Community Education have used the eight percent set-aside funds provided by the Job Training Partnership Act with foresight and wisdom. With these funds and their personal commitment to excellence they have cooperated with local private industry councils and with education agencies to create and implement a model system of service to JTPA clients throughout the state. It is a replicable model which significantly enhances the economic well-being of Florida.

Counseling and Motivational Training

Counseling for JTPA clients is an element that provides the client with positive reinforcement, encouragement, and guidance. It also serves as an additional assessment step because counselors are trained in interpreting the results of assessment tools and analyzing feedback from the client.

Florida's school districts and community colleges have counselors and occupational specialists on staff. JTPA officials sought to enlist their assistance in the effort to help JTPA clients. It was found that the counselors themselves could benefit from workshops to acquaint them with the special needs of JTPA clients.

Workshops were funded with eight percent set-aside funds to help counselors and occupational specialists hone their skills at what came to be called "hand-holding counseling." Thus counselors were better prepared to help clients concentrate on the strengths they did possess and comprehend the benefits of occupational or on-the-job training.

In an attempt to increase the desire of the JTPA clients to continue their participation, a means of heightening their self-esteem and self-confidence was added to the model, since the counselors reported that many of the clients they encountered lacked a positive self-image that would help them succeed in occupational training. Eight percent set-aside funds were used to purchase motivational tapes for distribution to SDAs.

Basic and Remedial Education/Dropout Prevention

The provision of basic skills and remedial education is the greatest weapon in the battle for dropout prevention and adult basic skills improvement. The success of the program that has been put into place in Florida as a result of the cooperative efforts of the DVACE's JTPA office, SDA #1 – Escambia County, and the Escambia County school system is a tribute to the wise use of intellectual as well as financial resources.

In many cases, potential dropouts are students who are two or more years behind their grade level in reading or math skills. This skills lag affects many other aspects of schooling, and students often feel incapable of catching up with their classmates. What is needed to counter this factor in dropping out is a means of providing individual instruction that always has time for the student, that can give additional appropriate practice exercises at the touch of a button, and that can tell any student how well he or she did each day. The solution found to be most effective was the implementation of a computer-assisted instruction (CAI) system.

The search committee had already determined that certain qualities were essential for a comprehensive system that would meet the needs of those the committee sought to serve. What was needed was a CAI system that would:

- provide a sophisticated, comprehensive, and continuous management system;
- be individualized to a large number of students at the same time;
- be able to analyze a student's level of achievement and automatically advance the student as progress is made;
- be able to monitor students' progress on a regular basis;
- be able to offer a variety of subjects and levels at the same time; and
- allow teachers to concentrate on instruction rather than disc manipulation.

The Summer Youth Program began using the selected system on June 14. Sixteen terminals served 150 JTPA-eligible clients that summer. Within a year the system was expanded to 88 terminals in six high schools. The success of the pilot program resulted in the program's replication in other school districts. A prime example is Orange County, where JTPA funds were used to equip the Personal Advancement through Computer Education (PACE) laboratories at several area high schools, the Wymore Career Education Center, and the Mid-Florida Technical Institute.

Employability Skills

Educators at the Center for Instructional Development and Services suggested that the needed employability skills materials could be produced in microcomputer controlled interactive videodisc (MCIV) format and designed to reach learners who do not read well, are ordinarily passive in the classroom, and who need positive reinforcement to continue learning.

The pilot project to produce the videodisc lesson "Interviewing for a Job" was field tested at the Individualized Manpower Training System Laboratory at Seminole Community College (SCC) where it was introduced to a variety of users, including participants in several JTPA programs. The Dean of Vocational Planning and Development at SCC was particularly pleased that the system held the interest of the learner and was simple to operate.

The success of the pilot project led to the development of the seven-disc series. Each disc provides an introduction that explains how the learner is to interact with the MCIV system, then presents lessons and a simulation. The JTPA office contracted for the creation of the series, the duplication of 100 sets of the series, and training for instructors. Eight percent set-aside funds were used to supply SDAs with the equipment with which to operate the videodiscs.

The quality of this series has been recognized beyond the borders of the state. The series received the 1987 Nebraska Interactive Videodisc Merit Award, presented by the Nebraska Videodisc Design/Production Group, Nebraska ETV Network, University of Nebraska-Lincoln and received favorable notice in the September/October 1989 issue of *Instruction Delivery Systems*.

Recommendation

The Florida Council on Vocational Education recommended that:

- The Department of Education should inform educators – especially administrators, counselors, and occupational specialists – in Florida's school districts of the sites where the Employability Skills Interactive Videodisc Series is in use.

  This information may enable educators to create or expand cooperative or partnership arrangements with private industry councils in local service delivery areas whereby the Employability Skills Videodisc Series might be used to serve additional student populations during periods when the series is not being used by JTPA clients.

Responses from the Florida Department of Education's Division of Vocational, Adult, and Community Education to the content and recommendations presented in *The Use of JTPA Eight Percent Set-aside Funds in the Creation of the Florida Model for the Education of JTPA Clients* are included in Appendix E.

Part VIII

FLORIDA STATE PLAN FOR VOCATIONAL EDUCATION TRAINING

The Florida Council on Vocational Education shall:

> **meet with the State board or its representatives during the planning year to advise on the development of the State Plan;***

The resources listed below were used in preparing this section.

Florida Council on Vocational Education. (1990). *State and National Issues.* Tallahassee.

Florida Council on Vocational Education. (1989). *State and National Issues for Vocational Education.* Tallahassee.

McHugh, J. Barrie (Chairman, Florida Council on Vocational Education). (1990, March 23). Letter to Robert S. Howell, Director of the Division of Vocational, Adult, and Community Education.

Minutes of the Planning Committee. October 23, 1989 meeting in Tampa.

Minutes of the Planning Committee. January 18, 1990 meeting in Port St. Lucie.

Minutes of the Planning Committee. March 22, 1990 meeting in Tallahassee.

* Public Law 98-524, Section 112 (d)(1)

F/COVE ROLE IN THE FLORIDA STATE PLAN FOR VOCATIONAL EDUCATION

The involvement of the Florida Council on Vocational Education (F/COVE) in the development of the 1990 State Plan for Vocational Education began officially with preparation of the Council's March 1989 issues paper *State and National Issues for Vocational Education*. This paper, in accordance with F/COVE tradition, was shared with the education aides to the Governor and members of the State Board for Vocational Education and with officials in the Department of Education.

The process of involvement continued formally at an October meeting of the F/COVE Planning Committee. The committee met with a representative of the State Board in the person of the chief of the Bureau of Vocational Planning and Information Management (formerly the Bureau of Planning, Budgeting, and Management Information) in the Division of Vocational, Adult, and Community Education (DVACE).

The representative of the State Board, in addition to conferring with members of the Council, noted that the State Plan would incorporate elements of the Florida Adult Literacy Plan and the plans submitted, by the following August, from the 28 regional coordinating councils for vocational education and adult general education. At that time the leadership of the F/COVE Planning Committee suggested the inclusion of the Correctional Education School Authority in the planning process.

The January 18, 1990 meeting of the Florida Council on Vocational Education afforded another opportunity for F/COVE members to meet with the designated representative of the State Board in a formal setting. Likewise, feedback from the regional coordinating councils was discussed, as were the processes for the creation of regional and local plans. The representative further reported that DVACE personnel had met with various school districts to obtain additional local input and perspectives.

The following month, copies of the State Plan were provided to members of the Council for their review and comment. The Council met in March to offer further comment and to meet once more with representatives of the State Board. On the occasion of the meeting of the F/COVE Planning Committee, the outcome of the three public hearings on the State Plan held by the Division of Vocational, Adult, and Community Education in Tallahassee, Tampa, and Fort Lauderdale was discussed. The chief of the Bureau of Vocational Planning and Information Management reported that Perkins legislation had been automatically extended and that the U.S. Department of Education had advised the Division that minor revisions to the two-year plan and a one-year budget should be submitted to federal authorities.

On March 23, 1990 F/COVE Chairman McHugh wrote to the director of the Division of Vocational, Adult, and Community Education, acknowledging the work of Division personnel in the development of the State Plan and noting that the Council was "very pleased that this effort has included elements that address previous Council concerns." This letter also summarized the recommendations of the F/COVE Planning Committee and the Council as a whole.

The Florida Council on Vocational Education recognizes that many of its concerns are being addressed in the current state planning effort. However, since the general nature of the current federal "plan" is that it is a temporary document designed to "mark time" until new directions are available, it is appropriate that the Council reiterate these primary and ongoing concerns.

Recommendations

The Florida Council on Vocational Education recommended that:

1. The state's planning process should encompass all vocational planning elements and exercises. The State Plan for Vocational Education should both drive and reflect activities that occur at the local level. It should tie together the "strategic plan," the federally mandated plan, the proposed distribution of funds, the Blueprint, and the state budgeting process. The federal plan must have clear purpose related to the overall plan.

2. The Council should have the opportunity to participate in the plan development and decision-making process before there is a final "draft" document. Often the timelines for submission of documents preclude having reasonable input and effect on outcomes by the time the drafts are received.

Part IX

ANALYSIS OF THE DISTRIBUTION OF SPENDING AND AVAILABILITY OF VOCATIONAL-TECHNICAL EDUCATION ACTIVITIES

The Florida Council on Vocational Education shall:

> **analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities within the State;**
>
> **assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary programs;***

The resources listed below were used in preparing this section.

Fernald, Edward A. (Ed.). (1981). *Atlas of Florida.* Tallahassee: The Florida State University Foundation.

Florida Council on Vocational Education. (1990). *Analysis of the Distribution of Spending and Availability of Vocational-Technical Education Activities in Florida, 1987-1988.* Tallahassee: Author.

Florida Council on Vocational Education. (1991). *Analysis of the Distribution of Spending for Vocational Education in Florida, FY 1988-89.* Tallahassee: Author.

Florida Department of Education. (1990). *Florida Education Directory, 1989-1990.* Tallahassee: State of Florida.

Florida Department of Education, Division of Vocational, Adult, and Community Education. (1989). *Florida's Annual State Accountability Report for Vocational, Adult, and Community Education, Fiscal Year 1988.* Tallahassee: State of Florida.

* Public Law 98-524, Section 112 (d)(3) & (6)

ANALYSIS OF
THE DISTRIBUTION OF SPENDING

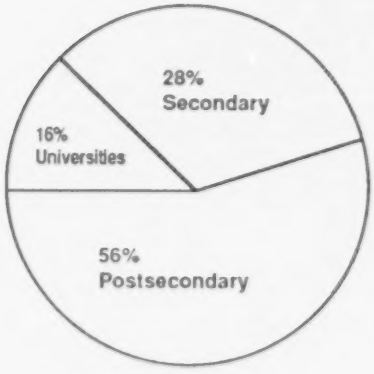
The classification of expenditures into the categories of spending for secondary or postsecondary endeavors in a field as complex as vocational education is, naturally, a matter of interpretation. This process is complicated by the fact that such projects as curriculum and support materials development, research, and staff development activities have been undertaken with support of federal funds.

Florida's universities, for example, use Perkins dollars for projects that benefit both secondary and postsecondary education. Consequently, it seems appropriate to include three categories in the following representation of spending. Illustrated below are the spending distributions for FY 1987-88 and FY 1988-89, classified as secondary, postsecondary, and university.

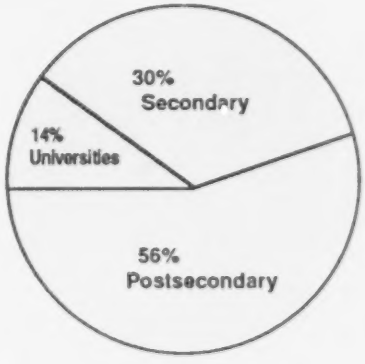
These graphic representations show that the spending for secondary education has fluctuated between approximately 28 percent and 30 percent of Perkins expenditures while, correspondingly, spending at universities has fluctuated between approximately 14 percent and 16 percent during the period 1987-1989. Spending for postsecondary education has remained roughly constant at approximately 56 percent.

This distribution of spending is consistent with the expense and complexity of postsecondary vocational education. Equipment, facilities, faculty, and curriculum materials for postsecondary vocational education are, almost invariably, more expensive than those associated with secondary vocational education.

DISTRIBUTION OF SPENDING OF PERKINS DOLLARS



1987-88
Total Perkins Expenditures: $31,129,623



1988-89
Total Perkins Expenditures: $31,244,117

ACCESSIBILITY OF VOCATIONAL EDUCATION

In addition to the vocational education offerings in Florida's hundreds of secondary schools, vocational education courses and/or programs are offered in the state's area vocational-technical education centers and community colleges. Together, these institutions form a network of more than 60 facilities at which postsecondary vocational education is available. These sites are widely distributed throughout the state in order to provide access to vocational education for all Florida residents in the general population. Additionally, there are concentrations of facilities in areas where population density is highest.

The locations of Florida's area vocational-technical centers and community colleges are indicated on the following map. The map shown on page 60 (from the *Atlas of Florida)* gives a general overview of Florida's population distribution. It is provided for comparison with the distribution of educational institutions.

PUBLIC POSTSECONDARY VOCATIONAL-TECHNICAL EDUCATION FACILITIES IN FLORIDA

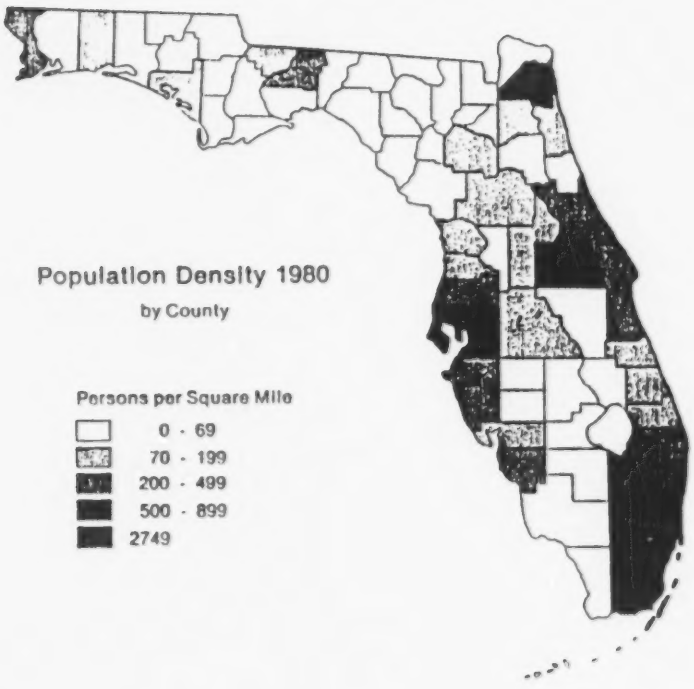
Please see page 59 for key to Vocational-Technical Centers and Community Colleges.

VOCATIONAL-TECHNICAL CENTERS and COMMUNITY COLLEGES

(shown on map, page 58)

1 Pensacola Junior College
2 George Stone Area Vocational Center
3 Radford M. Locklin Vocational-Technical Center
4 Okaloosa-Walton Community College
5 Washington-Holmes Area Vocational-Technical Center
6 Chipola Junior College
7 Tallahassee Community College
8 Lewis M. Lively Area Vocational-Technical Center
9 Taylor County Area Vocational-Technical Center
10 North Florida Junior College
11 Suwannee-Hamilton Area Vocational-Technical Center
12 Lake City Community College
13 Bradford-Union Area Vocational-Technical Center
14 Florida Community College
15 St. Augustine Technical Center
16 St. John's River Community College
17 Daytona Beach Community College
18 Seminole Community College
19 Brevard Community College
20 Polk Community College
21 Ridge Vocational-Technical Center
22 Maynard A. Traviss Vocational-Technical Center
23 South Florida Community College
24 Indian River Community College
25 West Technical Education Center
26 North Technical Education Center
27 Palm Beach Community College
28 South Technical Education Center
29 Atlantic Vocational-Technical Center
30 Broward Community College
31 William T. McFatter Vocational-Technical Center
32 Sheridan Vocational-Technical Center
33 Miami-Dade Community College
34 Florida Keys Community College
35 Robert Morgan Vocational-Technical Center
36 Lindsey Hopkins Technical Education Center
37 Miami Lakes Technical Education Center
38 Collier County Vocational-Technical Center
39 Lee County Area Vocational-Technical Center
40 Edison Community College
41 Charlotte County Vocational-Technical Center
42 Manatee Community College
43 Sarasota County Vocational-Technical Center
44 Manatee Area Vocational-Technical Center
45 David G. Erwin Area Vocational-Technical Center
46 Tampa Bay Area Vocational-Technical Center
47 Hillsborough Community College
48 Pinellas Technical Education Center, South
49 Pinellas Technical Education Center, North
50 St. Petersburg Junior College
51 Pasco-Hernando Community College
52 Valencia Community College
53 Orlando Vocational-Technical Center Community College
54 Mid-Florida Technical Institute
55 Lake-Sumter Community College
56 Withlacoochee Vocational and Adult Center
57 Lake County Area Vocational-Technical Center
58 Central Florida Community College
59 Santa Fe Community College
60 Gulf Coast Community College
61 Thomas P. Haney Area Vocational-Technical Center

OVERVIEW OF FLORIDA'S POPULATION DISTRIBUTION*



* *Atlas of Florida* (1981)

APPENDIX A

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

PUBLIC MEETINGS

AND

OPEN FORUMS

PUBLIC MEETINGS AND OPEN FORUMS

The Florida Council on Vocational Education:

> **. . . must provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning vocational education programs of the State.***

During the biennium, the Florida Council on Vocational Education held public meetings to solicit input about vocational-technical education from persons, agencies, and associations representative of business, industry, labor, education, and the general public. The Council also held annual meetings with legislative and cabinet aides to provide them with information, issues, and concerns that had been shared with the F/COVE.

Listed below are the meetings at which the Council provided opportunities for persons to publicly express views about vocational-technical education in Florida.

1988

Open Forum for Vocational Educators and others
Orlando Twin Towers Hotel
Orlando
August 1, 1988

1989

Public Comment Meeting
Thomas Haney Area Vocational-Technical Center Library
Panama City
January 19, 1989

Public Comment Meeting
Embassy Suites Hotel
Fort Lauderdale
June 22, 1989

Open Forum for Vocational Educators and others
Hyatt Regency Hotel
Miami
July 31, 1989

* Public Law 98-524, Section 112(c)

1990

Public Comment Meeting
Indian River Community College
Fort Pierce
January 18, 1990

Public Comment Meeting
Marina Hotel at St. Johns Place
Jacksonville
June 21, 1990

The following pages provide information about participants' comments as expressed to the Council during public comment meetings.

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Open Forum for Vocational Educators
Orlando, Florida
August 1, 1988

The Open Forum for Vocational Educators was called to order by Chairman William J. Patti at 9:30 a.m. on Monday, August 1, 1988. Approximately 150 persons attended the forum, held in the Lake Room at the Orlando Twin Towers Convention Center in Orlando. F/COVE member Eugene Poole served as moderator.

NATIONAL ISSUES

American Vocational Association – Dr. Niel Edmunds, president of the American Vocational Association (AVA), was invited to address issues having national implications for vocational education. He reported about the following items:

- The appropriations bill for the next fiscal year looks promising – both the House and Senate have indicated a slight increase in funding for vocational education.

- Reauthorization of the Carl D. Perkins Vocational Education Act is in progress, and the only "full" proposal offered is the AVA reauthorization proposal. Other proposals are basically position papers that deal with specific segments of the proposal.

- The U.S. DOE Division of Vocational Education is undergoing total restructuring. There will no longer be curriculum specialists for the various vocational program areas, except for agriculture education – which is required by law.

- The National Assessment of Vocational Education was due in July. It is now expected to be ready in August. This report is not going to paint a rosy picture of vocational education – it was a biased report from the start.

National Association of State Councils on Vocational Education (NASCOVE) – Wally Vog, executive director of the New York State Council on Vocational Education, shared a copy of the NASCOVE paper entitled "A Time for Focused Direction: Transition Into the Twenty-first Century." The paper calls for an increase in federal support that is allocated to local agencies through the states using a comprehensive grant approach. State Councils recommend that federal legislation be drafted to encompass at least these four titles: comprehensive local programs, access to quality education, promoting state leadership, and federal leadership.

National Coalition for Women and Girls in Education – Jill Miller, chairperson of the National Coalition for Women and Girls in Education, presented the coalition's vocational education task force report entitled "Working Toward Equity: A Report on Implementation of the Sex Equity Provisions of the Carl D. Perkins Vocational Education Act." Ms. Miller said the passage of the Perkins Act in 1984 represented a new federal policy commitment to providing improved vocational services to women and contains the largest set-aside provision of federal dollars for vocational training for females to date. Task force recommendations include the following:

1. Recommend reauthorization of no less than the current set-asides of 3.5 percent of the basic state grant funds for sex equity programs and 8.5 percent for single parent and homemaker programs;

2. Require that states distribute the set-aside funds on a request-for-proposal basis;

3. Require the Government Accounting Office to conduct a study to determine whether states are giving special considerations to displaced homemakers and those with the greatest financial need; and

4. Require the sex equity coordinator to develop data collection procedures appropriate to the target populations being served by set-asides.

STATE AND LOCAL ISSUES

State and local issues were presented orally and in writing to the Council.

Florida Vocational Association – represented by Judy White Harris

Design more skill-specific training programs to supplement traditional programs.
Cooperate fully to make Project Independence successful.
Develop and implement more courses in applied subjects.
Implement meaningful vocational programs before the ninth-grade level.
Study effects of the eight percent cap on fee waivers; urge the removal of this limitation on access to education.

Occupational Specialist and Guidance Association – represented by Gloria Dickson

Redefine the role of occupational specialists.
Develop rules for occupational specialist certification along with a prescribed training program.
Require each school district to provide career (interest and aptitude) assessment for each student between grades 9 and 11.
Provide adequate funding to implement career development programs for all school districts.

Health Occupations Educators Association of Florida – represented by June Saltzgaver

There is no need to introduce a new practitioner, the Registered Care Technician (RCT), into the health-care industry.

Florida Association for Technical and Industrial Education – represented by Jill Van Weelden

Trade and industrial teachers are not afforded adequate opportunities for professional growth leading to baccalaureate, and higher, degrees. This limits their advancement within the profession. FATIE urges the Council to support:

1) enhancement of administrative opportunities for T&I teachers;
2) continued cooperation between state universities and community colleges in offering courses/programs leading to baccalaureate degrees; and
3) the exclusion of fee charging to state universities willing to offer courses on community college campuses.

Occupational Education Standing Committee – represented by Michele Roberts

Clearly define the implementation process for program leveling and continue current work on curriculum framework revision.

Address the issue of fee equity and initiate a program-delivery cost study at the state level.

Define the role of the various LEAs and state agencies in promoting economic development and unify promotion efforts to maximize available resources.

Florida Special Needs Association – represented by Johnny Carlisle

Enhance disabled students' vocational training and preparation for work by developing curriculum that is totally integrated with vocational opportunities that exist in the students' communities by examining:

1) the types of current available jobs in the communities;
2) the projection of future job needs; and
3) vocational, social, and employability skills needed for successful employment.

Introduce handicapped or disabled students to the study of vocational, social, and employability skills in the elementary grades.

Florida Council of Local Administrators – represented by Eddie Pearson

Provide weighted funding for adult handicapped students.

Provide greater opportunities for technical updating of vocational instructors by assisting them to periodically return to business/industry.

Increase the weights for adult basic and adult general education.

Provide earlier vocational opportunities for the student-at-risk population.

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Public Comment Meeting
Thomas Haney Area Vocational-Technical Center
Panama City, Florida
January 19, 1989

The Florida Council on Vocational Education held a public comment meeting at Haney Area Vocational-Technical Center in Panama City. The meeting was convened in the Library-Media Center at 1 p.m. on Thursday, January 19, 1989. F/COVE member Joan Tiller moderated the meeting which was designed for informal discussion with local educators and citizens.

F/COVE members were given a brief background of Haney Vo-Tech Center. Haney is a postsecondary adult vo-tech center that serves three counties and operates more than 30 programs. The institution will serve approximately 4,000 people during the year – 850 persons at any one given time. Haney has an "open door" entrance policy and is endeavoring to re-establish a career exploratory course or program for potential dropouts.

Listed below are the concerns dealing with vocational education in the three-county area that were presented to the Council during the meeting:

One of the greatest needs is for increased funding and support for returning students, especially females, in the area of **child care and transportation**. "This has to be one of the areas that is utmost in our minds. There are many people in our community who need to be trained or retrained . . . but child care is a real problem." There are a number of different agencies trying to assist with this need, but more creative things from the state and federal levels need to be done.

There needs to be statewide staff development for assessing ESE students. Staff development is needed to bring people together to determine what assessment is adequate for exceptional student education.

The issue of governance of vocational education needs to be put to rest. "In this county the delivery of vocational education seems to be working well, and we can't understand why the issue of governance keeps appearing."

There is a need for continued support on a statewide basis for centers for electronics emphasis and centers of specialization. "There is a need and demand for well prepared people, and this program (electronics) is accomplishing many things. Community college and area center people need to work together to develop common curriculum, practices, etc."

There needs to be something done to re-emphasize occupational specialists and occupational information that is being distributed to students.

Occupational specialists need to get back to the tasks they were assigned to do. There is lack of an adequate training program for occupational specialists. Occupational specialists are supervised by people who lack job/occupational experience. "I would like to see occupational specialists under the supervision of the county vocational director."

The RAISE bill has impacted the school system and the decrease in the number of students enrolled in vocational education and the increase in the number of dropouts. "The working world wants workers to know everything and have all the skills, but it doesn't want to pay them (workers) or have a job to place them in."

There is a need for education to do a better job of getting information to the middle schools about opportunities in vocational education and career choices.

There is a need for weighted FTEs for providing postsecondary vocational education for handicapped students to offset the additional costs associated with these programs.

There needs to be a streamlined way to get money to local education agencies through grants from the state level.

The state needs to commit to the single parents/displaced homemakers programs with state dollars and not leave the funding to Perkins Act dollars only.

The drop in weights for vocational education is a concern.

There is a need for more funds so that teachers can go back into business/industry for updating and developing.

There is a need for the state to supply the local education agency with good, accurate information regarding student placement and follow-up that can be used for local planning and for sharing with legislators.

More money is needed to operate lifelong learning education programs. "Lifelong learning education falls into the guidelines of charging fees, and this is not good because many people can't afford to pay fees."

The meeting was concluded at 2:50 p.m., January 19, 1989.

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Public Comment Meeting
Embassy Suites Hotel
Fort Lauderdale, Florida
June 22, 1989

The Florida Council on Vocational Education held a public comment meeting on June 22, 1989 at the Embassy Suites Hotel in Fort Lauderdale. Six topic areas were the focus of the general meeting and breakout sessions.

The general session was called to order by F/COVE Vice Chairman Barrie McHugh. Meredith McCleary, acting director of vocational, technical, and adult education for Broward County, welcomed everyone to Fort Lauderdale. Charles "Chic" Perez then conducted the remainder of the meeting. He called upon the following individuals to present overviews of the breakout session discussion topics:

Dr. Rosalyn Grady: **Using Evaluation as a Positive Tool**;

Dr. Cheryl Fountain: **Equal Access – A Commitment to Special Populations**;

Sara E. Wolfer: **Health Care Shortages – Can Education Help?**;

Audrey Huggins: **Excellence at Work – Vocational and Technical Teachers**;

Buz Stephens: **Working Together for Students – Vocational Education and JTPA**; and

Barrie McHugh: **Current Concerns in Apprenticeship Training**.

Following the overview presentations, attendees adjourned to their individual group meetings to address one of six topics. Following these breakout group meetings, participants met in closing general session to hear summary reports from each group. The meeting was concluded with closing remarks from Dr. George Mehallis, executive director of technical education at Broward Community College.

USING EVALUATION AS A POSITIVE TOOL

This session was attended by 13 people representing private industry, Broward County schools, Broward Community College, Broward Regional Coordinating Council, Miami-Dade Regional Coordinating Council, the Department of Education, Broward Economic Development Board, JTPA administration, and the Florida Council on Vocational Education.

This group expressed the opinion that evaluation criteria should be the same for all public job preparatory efforts so that comparisons could be made. It was agreed that placement should be only one component of an evaluation process. One participant stated, "We need an evaluation system that deals with the needs of the student as a *whole person* – not just as a job placement."

Evaluation should be conducted for and by all actors – teachers, students, employers, administrators, state officials, private sector representatives, etc. Advisory committees should be included in this process. One participant suggested that some type of productivity measure might be needed that would include leavers and completers. Income was also mentioned as a possible criterion.

Evaluation should be directed at what can be controlled by those courses/programs being evaluated. Evaluation should be directed at a program's purpose – goals and objectives – and the objectives set by the students for themselves. An on-site evaluation should be conducted by persons from the local area.

EQUAL ACCESS – A COMMITMENT TO SPECIAL POPULATIONS

This session was attended by eight people representing Broward County School Board, Displaced Homemakers/Broward County School Board, Broward Community College, University of South Florida Single Parents/Homemakers Program, University of North Florida Education Leadership Development Program, and the Florida Council on Vocational Education.

The group was concerned about stereotyping that begins in elementary school. How can vocational education impact counselors at all levels (K-12) so that students may obtain more appropriate information on the world of work? Children frequently grow up with preconceived ideas of career choices; it is difficult to change the mind set of counselors, administrators, and parents.

This group was also concerned that funds earmarked for vocational education be used for vocational education. The group agreed that funding should be through projects as opposed to entitlements. One member of the group expressed a concern that the *Blueprint for Career Preparation* could be a whole program "tied to Perkins dollars" that is not vocational.

Members of the discussion group formulated the following recommendations that are hereby submitted to the Florida Council on Vocational Education:

1. Yearly special needs professional seminar updates should be held. These update seminars should focus on techniques and strategies needed to work effectively with special populations and assist in ways to provide equal access to vocational programs.

2. All components of IMTS (Individualized Manpower Training System) serving special populations should be able to generate FTE to support this service without reducing FTE from the parent vocational program.

3. An interagency policy planning committee should be mandated for all special needs population programs.

4. Vocational education programs should be periodically reviewed in light of the demographics projected for the Workforce 2000 and assessed in terms of the percentage of programs meeting the high wage criteria.

5. The state should develop curriculum that will accelerate the integration of academic and vocational education components.

6. The Department of Education should develop evaluative criteria and an evaluative design unique for special populations students and programs.

HEALTH CARE SHORTAGES – CAN EDUCATION HELP?

This session was attended by 12 people representing Broward County School Board, Broward Community College, Memorial Hospital, Florida International University, the Florida Hospital Association, the Department of Education, and the Florida Council on Vocational Education.

Participants indicated that there were shortages in all of the health services fields. Physical and occupational therapists and nurses were specifically noted as being in short supply. There is also a growing need for nursing assistants.

Causes of health care workers' shortages include: the image of health care occupations, fear of AIDS, decreased number of individuals who traditionally enter health services fields, expanded utilization of workers, lack of knowledge of the health services field by counselors, changing technology, lack of clinical sites, and instructor shortages. One participant noted that "shortages are not created by education, but by society."

It was suggested that career awareness programs for the health services field be implemented at the elementary and middle school levels. There should also be career choice information and better teacher awareness of health services careers. The health care industry of Broward County is presently providing 1.7 million dollars to Broward Community College for scholarships and other associated needs.

There is also a need for the development of a technical preparation (tech-prep) curriculum for students who are interested in pursuing technical careers.

The reluctance of health care educators to articulate programs was cited as a barrier for retention and advancement of health care workers. This includes the lack of recognition by universities of science credits earned in health occupations programs at the secondary level.

EXCELLENCE AT WORK – VOCATIONAL AND TECHNICAL TEACHERS

Fourteen persons met to discuss "Excellence at Work – Vocational and Technical Teachers." The group included representatives from the School Board of Broward County; Florida International University; Atlantic Vocational-Technical Center; Bureau of Teacher Certification, Florida Department of Education; Broward Community College; and the Florida Council on Vocational Education.

The group was asked in what areas, if any, there are shortages of vocational-technical teachers in the Broward County service delivery area. Group members from the area indicated that overall there is a shortage of teachers in computer sciences and allied health services. At the secondary school level, there is a shortage (statewide) of industrial arts teachers; and at the community college level, the shortage of engineering and related technologies instructors is addressed by employing professional engineers as adjunct professors.

It was the consensus of the group that more minorities need to be recruited into the teaching profession and that, overall, there is a need for more Black vocational teachers in the county – particularly in the field of home economics education.

When asked about preservice and inservice activities for the vocational and technical education teacher, the group had the following comments.

- The *new* vo-tech teacher needs preservice orientation in terms of demographics of the area and the local job market.
- The non-degree vocational teacher needs methods of instruction.
- "The *Back to Industry Program* is excellent and absolutely the best thing we could have done in Broward County. Beg the state not to take this away from us!"
- Collaborative programs – such as the ACTIVE program – between Florida International University and the school district help ensure the area's supply of qualified teachers.

The group also discussed current certification procedures and requirements. Participants agreed that more stability is needed in rules concerning upgrading and certifying vocational teachers. There needs to be more flexibility and less of a time lapse in getting persons certified in emerging occupations.

The group reported that the people who come into education from business, industry, and the military are generally satisfied with the salary schedule, fringe benefits, and school calendar. The military is still a viable source from which to obtain teachers.

Group participants identified two specific areas where assistance from the state level would be of benefit to the local education agency:

1. A *statewide remediation program for teachers* who fail the professional portion of the teacher certification test. A statewide program would eliminate the need for individual districts to be in the business of developing remediation programs.

2. The need for specified, *standardized competencies for occupational specialists*, to be addressed at the state level.

WORKING TOGETHER FOR STUDENTS – VOCATIONAL EDUCATION & JTPA

This session was attended by educators from two community colleges, private business leaders, and representatives from Job Training Partnership Act (JTPA) administration, and the Florida Council on Vocational Education.

It was explained that JTPA is a major employment and training organization in the United States with a multi-million dollar budget. Under Title 1A, 65 million dollars are allocated for economically disadvantaged youths and adults. Eight percent of the federal dollars under Section 123 are earmarked to be spent at an educational institution – either a public school or community college – for the purpose of vocational training. All of the JTPA funds are distributed to local service delivery areas (SDAs) and are administered by local private industry councils (PICs).

Two success stories were shared. As part of the summer youth program sponsored by JTPA, *Broward Community College* articulated a three-week training session in employability skills called "Appreciation for Work" training. Sixty students identified by JTPA were involved in the project. *Dade County* views the summer youth program as a training program for dropout prevention. Three high schools were piloted in the project. Added counseling components, social services, and a facilitator to link with each was established within the exiting school structure. The 95% retention rate over a three-year period speaks for the success of the project.

Both success stories are based on a united effort between education and JTPA to cooperate and collaborate in providing services. JTPA can provide multi-year, year-round, and supplemental experiences. The need for a coordinated effort between systems in providing outreach, eligibility, intake counseling, and placement was identified. Neither JTPA nor the education system can meet all the needs of persons without the private sector. Each must listen to and collaborate with the other.

CURRENT CONCERNS IN APPRENTICESHIP TRAINING

This session was attended by ten people representing Broward County School Board, Dade Plumbers Joint Apprenticeship Council, Operating Engineers Apprenticeship Council, Department of Education, Department of Labor, *Florida Trend*, Florida International University, and the Florida Council on Vocational Education.

One participant indicated that there were 835 apprenticable occupations on file in Florida. High technology apprenticeship programs that have been developed require extensive front-end training before the individual is prepared to begin on-the-job activities. Health care occupations which do not require a degree, child care workers, and "Mom and Pop" enterprises were listed as areas that could be developed into apprenticable occupations.

The evaluation of apprenticeship programs should concentrate on input vs. output. Degree of long term self-sufficiency and improved earning power should be part of any evaluation. The Florida Education and Training Placement Information Program (FETPIP) might possibly be in the best position to perform an evaluation of placement and earnings.

Apprenticeship programs have demonstrated that they can be responsive to the training needs of special populations. However, improved communication efforts would inform more special populations about apprenticeship. Apprenticeship programs can be established through working with prison programs such as PRIDE. Individualized Manpower Training System (IMTS) labs can be provided through apprenticeship programs. Child care for children of apprentices was discussed as a means of assisting special populations.

Public sector funding of apprenticeship programs in Broward County is excellent. However, more equitable state level (public) funding and more private sector contributions were suggested to increase the funding of apprenticeship programs. Additional funds should be made available to provide teacher upgrading of apprenticeship instructors.

Apprenticeship programs should remain independent. There is not enough similarity between the trades to promote joint or core programs. Jobs and programs are getting more specialized rather than more generic.

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Open Forum for Vocational Educators
Miami, Florida
July 31, 1989

The Open Forum for Vocational Educators is an annual meeting sponsored by the Florida Council on Vocational Education (F/COVE). The 1989 Forum was held during the 22nd Annual Florida Vocational, Adult, and Community Education Conference. Eugene A. Poole, F/COVE member, called the Open Forum to order at 10 a.m. on Monday, July 31, 1989. Approximately 135 people attended the meeting, which was held at the Hyatt Regency Hotel in Miami.

Wallace Vog, executive director of the New York Council on Vocational Education, presented an overview on reauthorization of the Carl D. Perkins Vocational Education Act. Dr. Leon Sims, former assistant director of the Division of Vocational, Adult, and Community Education, provided an update on state legislation as it affects vocational education in Florida. This update was followed by presentations on state, local, and vocational program issues.

Issues and Concerns Identified by Open Forum Presenters

The following is a listing of issues and concerns brought before the Council at the 1989 Open Forum. There has been no attempt to prioritize these issues and concerns. Written testimony, when provided by Open Forum participants, was included in the report *Open Forum for Vocational Educators* [Miami] (1989).

Articulation of "2 plus 2" programs between secondary and postsecondary vocational-technical programs should include provisions for "2 plus 1" articulation agreements between secondary vocational-technical programs and area vocational-technical education centers;

Possible cuts to funding of vocational student organizations;

Funding and state leadership of marketing education;

Funding for vocational education at the secondary and post-secondary levels, including the community college funding formula;

The current policy regarding fee waiver caps;

Resources to provide for new initiatives with emphasis on curriculum and staff development related to implementation of the *Blueprint for Career Preparation*;

Improvement of linkage and partnerships between education and business and industry, government agencies, and community based organizations;

Continuing need for clearly defined responsibilities for planning, funding, operating, and accountability for a uniform, coordinated, totally integrated system of vocational education in Florida;

Reauthorization of the Carl D. Perkins Vocational Education Act as it affects equity issues;

Lack of accessibility to support services by single parents and homemakers who wish to participate in vocational education;

The need for increased emphasis on training women for placement in high-wage occupations;

The need for an expanded commitment of state resources to provide services for single parents, displaced homemakers, and students in nontraditional training programs;

Include in the *Blueprint for Career Preparation* the concepts of home, work, and community as well as societal and interpersonal skills;

Lack of uniform state occupational specialist training and certification/ recertification requirements;

Need for a clearly defined role for occupational specialist;

Need for career assessment for each student between grades 9 and 11;

Funding for career education;

Occupational specialists to be placed under the Division of Vocational, Adult, and Community Education statewide;

Program leveling;

Technology transfer;

Incorporating consumer and homemaking adult supplemental offerings into lifelong learning;

Limits on the number of credits a student can earn in exploratory vocational education;

Limits on the number of consumer and practical arts courses a student can take;

Certified nursing assistant testing;

Shortages of trained workers in health occupations fields;

Lack of collaboration and communication between the Department of Education and teacher educators; and

Vocational teacher preparation appears not to be a state priority.

The following Open Forum participants provided the Council with written testimony:

The National Scene: Focus on Reauthorization	- Wallace Vog
Florida Vocational Association	- Ron Jeffries
Occupational Specialist & Guidance Association	- Gena Scott
Florida Association of Marketing Educators	- Gene Huckaby
Florida Association for Technical & Industrial Education	- Jill Van Weelden
Community College Occupational Education Standing Committee	- Jan Bussell
Florida Vocational Education Equity Association	- Lisa Railey
Florida Vocational Home Economics Assn.	- Betty Lou Joanos
Health Occupations Educators Association	- Carrie Mickey
Florida Association of Vocational Teacher Educators	- Robert Vos
Florida Technology Student Association	- Guy Cecil

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Public Comment Meeting
Indian River Community College
Fort Pierce, Florida
January 18, 1990

The Florida Council on Vocational Education (F/COVE) held a public comment meeting at Indian River Community College in Fort Pierce on January 18, 1990. The meeting, which was attended by over 100 persons, was held from 3 to 5 p.m. at the Koblegard Student Union Building.

The public meeting was called to order by F/COVE Chairman Barrie McHugh who explained that members of the Council were at this meeting to listen and would not react to any of the comments. Testimony from this meeting will be duly considered when the Council prepares its annual Program of Work, McHugh said, and a report of the meeting will be distributed to appropriate persons.

Dr. Edwin Massey, president of Indian River Community College (IRCC), welcomed the group to Florida's Treasure Coast. Vocational education is "the most complex thing we do at the college and one of the most important," Massey said. He added that Indian River Community College had a tremendous obligation to develop the high tech skills needed by business and industry.

Carl Miller, director of vocational education for Martin County, welcomed members of the Council and the audience on behalf of the Region 21 Coordinating Council. Miller currently serves as chairman of the coordinating council, which helped to plan the public meeting. Representatives from Indian River Community College and the four counties of Indian River, Martin, Okeechobee, and St. Lucie serve on the coordinating council.

F/COVE member Russ Moncrief served as moderator for the public meeting. He thanked Bob Moses, dean of planning and development at IRCC, for coordinating the meeting and for leading the harmonious effort of the coordinating council and others who were involved in the planning activities. Moncrief assured those attending that the Council would reflect upon the information presented.

During the first section of the public meeting, six scheduled presenters introduced a variety of issues and concerns to the Council. Charles Ankrom, a golf course architect who chairs the Martin County turfgrass operations advisory committee, was first to speak. He emphasized that children need to be trained so that when they graduate from high school they will have a skill. He praised the Martin County pilot turfgrass operations program as an "outrageously wonderful program."

The sports turf industry is growing and offers many opportunities, particularly in Florida, Ankrom said. Maintenance mechanics, irrigation, chemical applications, and other technical specialty careers are included in this area. As the recreation industry becomes more a part of our system, there will be more and more jobs available in turfgrass operations. "We must help children to find their niche, and we must teach them they can succeed . . . we can do it as a team," Ankrom asserted.

Nan Griggs, executive director of Treasure Coast Private Industry Council, SDA 19, described projects funded through its $5 million budget. Griggs emphasized strong partnerships with educational agencies. One such program is Expanding Horizons, a venture with IRCC. Economically disadvantaged 14- and 15-year olds participate in a six-week exploration of six different careers. (There are 14 career options to choose from.) Scholarships to attend IRCC are awarded to the top five students. An important factor in this program's success is the mentors from the community who come in to work with the students.

"Vocation should not be a dirty word," commented Chris Fogal, CPA and advisory committee member for St. Lucie County School District. Fogal added that parents need to become aware that success does not have to involve a college education. Problems hindering vocational education include funding and "FTE turf wars," Fogal said. Day care costs are another serious problem. "If you were on welfare, would you work for $4.75/hour and pay for day care for two children?" he asked.

Tom McKinney, manager of training and development for Piper Aircraft, told about the successful experience Piper recently had with IRCC and a grant through the Sunshine State Skills program. Over 1,300 new employees were trained in a 10-month period as part of the "Train the Trainer" program, a project which enabled employees with special skills to help teach new employees.

Elder Sumner is active in real estate and insurance in Okeechobee County. He also serves as chairman of the IRCC Board of Trustees and chairman of the Okeechobee County Commission. He spoke at the public meeting, he commented, in his capacity as chairman of the Okeechobee High School Ag Advisory Committee. Sumner emphasized the importance of exposing students to new technologies. Many young people, he explained, go to school and then go back to the farm where they will utilize what they have learned. He praised the leadership development through FFA (Future Farmers of America, a vocational student organization) and added that over half of those in leadership positions in Okeechobee County had been FFA members.

Four major concerns were summarized by Sumner:

1. Potential loss of agricultural lands;
2. De-emphasis of agriculture as a career;
3. Fear of loss of funding for agriculture; and
4. Need to maintain a 7-period class day for vocational programs to succeed.

Indian River County's performance-based diploma program was reviewed by Gene Waddell, Arden-Waddell Insurance Agency, who serves as school board chairman in Indian River County. Waddell quoted Florida Statute 230.2316 which encourages and authorizes district school boards to "establish programs for students that are not being served by conventional educational programs . . . programs should differ from traditional programs in scheduling, administrative structure, philosophy, curriculum or setting, and employ alternative or diagnostic and assessment procedures . . . " In order to obtain the performance-based diploma, students must: (1) pass the GED exam; (2) pass the SSAT (high school minimum skills test); and be certified as vocationally proficient in a single vocational skill (approximately 1,000 hours of instruction). Waddell added that the academic portion of the program is intensive.

Waddell credited peer counseling as the "most eye opening part of the program." This component of the program was developed to improve the low self-esteem students were experiencing. Many students say this program and its camaraderie is the closest thing to family they have. Of 32 graduates in 1989, 5 are in college, 5 are in the military, and 20 are working (16 in the field in which they were certified).

The second section of the public meeting was an open forum to provide members of the audience with opportunities to present comments and concerns to the Council. Dr. Ray Isenburg, dean of vocational education at IRCC, spoke in support of vocational student organizations (VSOs). "In an era when the rate of dropouts in the state of Florida has reached epidemic proportions, vocational student groups assume additional significance," Isenburg commented. "For many contemporary students, whether at the secondary or postsecondary levels, VSOs may furnish the necessary motivation to remain in school . . . . Vocational student organizations also provide an opportunity for members to gain valuable social and leadership skills. If we believe that strong values need to be instilled within our students, then VSOs are a critical element in the program of instruction."

A VSO leader from IRCC was the next speaker. Kelly Thorson, chapter president of Delta Epsilon Chi, related success stories about some of the chapter's members.

Judy Jones has been an English teacher for 24 years; for the past three years she has taught English in the performance-based program described by Gene Waddell. "I love what I see happening," she said. "Students become skilled in a vocational area and can get a job. These students find it easier to learn something they want to learn, and their self-esteem is increased."

"One way to improve the vocational programs in our schools is to promote the programs more," commented Sherry Hall. She enrolled in the Business Cooperative Education program at Fort Pierce Central High School as a junior and was in the program for two years. She added that she would have joined the program sooner had she known about it.

Laura Collier described herself as a "normal individual who happens to be blind." She described learning about and enrolling in the Student School of Business – a part of the postsecondary education program in Martin County. Collier said she is now acquiring computer skills and emphasized how important it has been for her to be able to attend classes in her own community. "I feel it is vital for the program to continue to include handicapped persons," she said. "In my situation, as well as in other handicapped persons' situations, special equipment is necessary to reach the desired goals. Additional funds would expedite training and ultimately employment."

Richard MacKay is in an electrician's apprenticeship program in Martin County. He said that VICA (Vocational Industrial Clubs of America student organization) has been an important part of his experience and growth.

Dr. Fred C. Schollmeyer, executive director of vocational education for Dade County public schools, gave remarks as one of the speakers from the audience. His concern was the current limitation on adult fee waivers. "There is a need for the state to increase the number of adult fees districts are allowed to waive without a penalty," Schollmeyer commented.

An active advisory committee composed of representatives of the medical community helps maintain high program standards in the Nursing Assistant program in Indian River County. Instructor Rita Richardson said that recruiting for this program has never been necessary and that "87 percent of last year's graduates stated that they learned about the program through word of mouth or from other family members."

The 1990 Indian River County teacher of the year, Lola Sloan, is an instructor in the Food Production/Services program at Vero Beach Senior High School. Sloan described the program and the "Half-Hour Inn," an on-site restaurant where students are responsible for planning menus, food preparation, serving meals, and cleaning. They serve from 150 to 200 meals per week.

Principal Phoebe Ryerson said that Okeechobee High School did not have enough vocational programs and needed more facilities to offer a wide variety of programs.

Written testimony was presented by an additional person who did not speak because of limited time. Mary B. Sylvester, program coordinator of IRCC Vocational Transition Center, reviewed some of the special needs of students with disabilities. "Short-term, open-ended competency-based training programs involving hands-on application of skills are beneficial for students in transition," Sylvester commented. She called for flexible, inter-agency funding mechanisms. "The very best vocational training and rehabilitation models cannot have successful outcomes if disabled students do not have access to transportation and adequate housing."

FLORIDA COUNCIL ON VOCATIONAL EDUCATION

Public Comment Meeting
Marina Hotel at St. Johns Place
Jacksonville, Florida
June 21, 1990

The Florida Council on Vocational Education (F/COVE) conducted a public comment meeting in Jacksonville on June 21, 1990. The meeting, attended by approximately 70 persons, was held from 1 to 5 p.m. at the Marina Hotel at St. Johns Place.

F/COVE Chairman Barrie McHugh called the public meeting to order, welcomed participants, and explained the role of the Council. He stated that the public meeting had been planned to provide members of the Council with opportunities to listen to the remarks and concerns of persons interested in vocational education and job training in the Jacksonville area.

F/COVE member William J. Patti served as moderator for the opening general session of the Jacksonville Public Meeting. A Jacksonville resident and business owner, Patti currently serves as chairman of the Duval-Nassau Regional Coordinating Council (Region 8). Patti commented that he appreciated this opportunity to be "at home" for the F/COVE public meeting in Jacksonville. He explained the format of the meeting – an overview of four issues followed by informal group discussions. Topics selected for discussion at the Jacksonville Public Meeting were:

- The Family and Its Role in Education
- Current Job Market Needs and the Labor Force
- Is Guidance and Career Planning Important?
- Vocational Teacher Excellence

Bill Patti further explained that the four topics had been chosen by the Jacksonville planning group, and he introduced each of the overview presenters.

The Family and Its Role in Education

Presenter: JOYCE MILES
Supervisor, Home Economics
Duval County Schools

The problems influencing education are many and well publicized: dismal dropout rates, drug and alcohol abuse, single-parent families, etc. The school may be the only institution of order in the lives of many children. Research shows, however, that family involvement does mean better education for children.

Current Job Market Needs and the Labor Force

Presenters: DR. JAMES R. MYERS *and* DAVID SWAIN
Representing JCCI
Jacksonville Community Council Inc.

A study on *Future Workforce Needs* has recently been completed by the Jacksonville Community Council Inc. (JCCI). JCCI is a community-based organization "providing the vehicle for in-depth, objective, citizen analysis of community problems and issues . . . The primary goal of JCCI is a better quality of life in Jacksonville through positive change." Myers explained that 50 study committee members had met weekly from November through May to complete the study and that their findings had just been released to the Jacksonville community. The audience at today's public meeting was provided with copies of the *Future Workforce Needs Study* and shown a slide presentation reviewing study highlights.

Is Guidance and Career Planning Important?

Presenter: SAM McGAULEY
Supervisor, Industrial Education
Duval County Schools

"What is the role of public education?" asked Sam McGauley. Does the school have an obligation to help students make "quality career decisions"? How are our students being prepared to make the transition from school to work? **"Whose job is this?"** McGauley asked a number of questions designed to arouse the audience's interest in the discussion group concerning guidance, career planning, and the role of occupational specialists.

Vocational Teacher Excellence

Presenter: DR. L. WARREN HARRELL
A & H Enterprises
Tallahassee

Quality vocational education can only be achieved through *excellent* vocational instructors. Sometimes it may appear that bureaucratic obstacles stand in the way of excellence and that individuals with the potential for vocational teacher excellence are not given opportunities to teach. Dr. L. Warren Harrell recently served as consultant to the Florida Council on Vocational Education for the Council's study on vocational teachers. The study is titled *The Status of Vocational Educator Availability in Florida, a statewide survey of the availability of qualified vocational education staff in Florida's public school districts, area vocational-technical centers, and community colleges.*

The study found that 64 percent of the deans and directors responding thought that there is a shortage of teachers. Inadequate salaries and certification problems are found to be the most significant barriers in recruiting and retaining vocational educators. Low pay is more of a problem in higher technology areas. The relevancy of eligibility requirements for certification and the lack of availability of timely, appropriate and accessible course work are both severe problems.

Following the overview presentations, public meeting participants adjourned to one of the four individual group meetings to address the designated discussion topics. Reports of each breakout group follow.

THE FAMILY AND ITS ROLE IN EDUCATION

Eleven persons met to discuss the topic "The Family and Its Role in Education." This group included representatives from the business community, the Department of Health and Rehabilitative Services (HRS), Duval County Schools, Duval County Council of PTAs, Florida Department of Education, the Florida Council on Vocational Education, and interested private citizens. Discussion leader Russ Moncrief, who represents small business on the Council, is from Longwood.

Student achievement can be expected to improve when education includes parents. The group was asked how parents could be encouraged to become more involved in their children's education and career planning. Some of the ways mentioned were:

- Teachers should encourage children to approach parents and invite them to participate in school activities.
- Parents should be used as resource specialists in "family friendly" schools.
- Emphasize that "EDUCATION IS A FAMILY AFFAIR."
- Communication between the school and the family should occur at positive times, not just when students "mess up."
- Extended family members can provide valuable support for young people and their significance should be better realized and utilized.

One participant commented that the schools must provide more educational opportunities for today's students to learn how to be tomorrow's parents. More parenting programs should be made available for young males; the importance of this part of their education should be promoted. More active family involvement by these young men is needed to help pull the family unit together.

Employers are becoming increasingly involved in the "family in education" concept. Some employers now provide "on-site" child care facilities. Group members also made the following suggestions:

- Businesses should provide release time for their employees to visit schools as necessary.
- Classes in parenting skills should be available in a variety of sites, including the work place.
- A coalition of advocacy for families should be formed. Such a coalition should include parents, representatives from business, education, PTA, HRS, etc.

One participant stated that the home economics curriculum does offer solutions to many of the practical problems facing families, and discussion group members supported using this delivery system to help strengthen today's families.

CURRENT JOB MARKET NEEDS AND THE LABOR FORCE

This discussion group meeting was attended by 12 people who were representative of both the business and education communities: Maxwell House, Coastal Construction Products, Naval Aviation Depot, Florida Community College at Jacksonville, University of North Florida, Duval County Schools, the Private Industry Council of Jacksonville, the Jacksonville Community Council Inc., and the Florida Department of Education. F/COVE member Bill Patti, a Jacksonville restaurateur, served as discussion leader for the group.

The group's discussion revolved around the central issue of the qualifications of high school graduates for employment. In general, the representatives of the business community maintained that students, except those who are assured of a college destination, seem to be leaving school without any direction. Because they know little about jobs that are available, they have not perceived the relevance of their math or science studies. Representatives of the business community urged that students receive some instruction and/or guidance in futures other than "just going to college." They also recommended that students be taught accountability.

The group agreed that more direct action is needed. Their discussion culminated in production of a list of "things to do":

1. Educators should visit business and industry. Members of the education community must come out of the schools and address the community at large about the problems they face trying to prepare the youth of today for the future.

2. Members of the business community must visit the schools and talk to students about the realities of life on the "outside." They should take an interest in what is taking place in the classroom.

3. Concerned citizens must work to build a constituency for a body of thought to improve the image of the usefulness and desirability of vocational-technical education as preparation for the world of work.

4. Curriculum must be continually re-examined to ensure its relevance to the needs of employers and employees. Curriculum must emerge from the vacuum.

5. Parents must be continuously informed and involved in the education of their children and their post-graduation prospects.

6. Teacher education and remuneration should be improved.

7. The guidance process in the schools should be revised. Eliminate college-bias elitism. Demand and support the return of occupational specialists.

8. Members of the business community should learn about educational funding and lobbying, so that they can expand their influence and work more effectively to bring needed reforms into being. They must communicate their needs to the decision makers.

IS GUIDANCE AND CAREER PLANNING IMPORTANT?

This session was attended by 11 individuals and included representation from parents, the Florida Bureau of Apprenticeship, Florida Department of Education Student Services Section, Duval County School District, Clay County School District, and the Duval-Nassau Regional Coordinating Council. F/COVE member Jeanine Christian, an occupational specialist at Gainesville High School, served as discussion leader for the group.

Differences between guidance counselors and occupational specialists were discussed. It was indicated that there is a distinct difference between guidance counselors and occupational specialists and that the state has ignored this difference in funding.

One participant explained the role of the occupational specialist (OS) as defined by a 1989 task force. In summary, the OS is to work with students in career development, helping with interest and aptitude tests, employability skills, job placement; work with potential at-risk students to find alternatives for keeping them in school; work with employers in the community; and work with apprenticeship people, the military, and vocational postsecondary education personnel.

Participants discussed the decision of the Duval County School Board to eliminate all occupational specialist positions in the county. The concern was expressed that guidance counselors are going to take on the duties of the OS – which would result in a student to guidance counselor ratio of approximately 500:1!

A member of the group reported that Nassau County has three high schools, and 80 percent of Nassau County students do not go to college. "Taking occupational specialists out of the county would result in giving up a very real opportunity for students." One participant pointed out that guidance counselors and occupational specialists need to be working closely together, as work force projections indicate that 75 percent of the population will need some kind of postsecondary training.

It was the consensus of the group that guidance counselors are needed. The group also agreed that occupational specialists are a very vital part of the school program that needs to be expanded – not eliminated. *The group concurred that the effectiveness of the OS program is not related to whether the OS is under vocational education or under Student Services.*

Jeanine Christian asked the group to explore ways education can challenge the school, community, and family to be a part of the student's career planning. Career guidance and career fairs are very important to companies, she commented. "We fail to address them [businesses] in the solution."

Marketing vocational education to parents and the community was identified as an area of need. A participant commented that many people do not respond positively to the word "vocational." It was suggested that educators stress the term "career preparation" and the concepts of the *Blueprint for Career Preparation*.

In summary, the group addressing the topic "Is Guidance and Career Planning Important?" identified several areas of concern:

1. A lack of communication among target groups about their expectations of Student Services personnel;

2. A lack of commitment to career development for students on the part of many district and school administrators; and perhaps a lack of understanding of what career development is;

3. A lack of commitment by some school personnel to use Student Services dollars for occupational specialists as intended;

4. A lack of opportunity for many guidance counselors and occupational specialists to return to the work place and training sites to update their experiences and knowledge about the job market and needs of employers; and

5. A lack of positive acceptance/positive public image of vocational education and training by many persons, including some school administrators.

Although participants were disappointed that the School Board of Duval County has decided to eliminate occupational specialists from its school program next year, persons from the county were pleased that the present Superintendent "acknowledges vocational education and apprenticeship."

VOCATIONAL TEACHER EXCELLENCE

Seven persons met to discuss the topic "Vocational Teacher Excellence." This group included representatives from Duval County Schools, the University of North Florida, and the Florida Council on Vocational Education. Alene Mahin, F/COVE member who recently retired as principal of Leto High School in Tampa, acted as the discussion leader.

As an example of excellence, Duval County representatives were proud to relate that this year's Teacher of the Year award went to a vocational teacher – a chef. Members of the group agreed that the Council's emphasis on vocational teacher excellence was timely.

The group discussed how implementation of the *Blueprint for Career Preparation* will assure more integration of academic and vocational education, and that this in turn will help to improve the "image" of the vocational educator. Relationships and respect are clearly enhanced when vocational and academic teachers work together. One member of the group said there is evidence that this is happening in four current Southern Regional Education Board (SREB) project sites in Florida. "The more they integrate the curriculum, the more they [academic instructors] respect vocational instructors," commented one of the participants.

Three important qualities were cited as contributing to the quality of excellence in vocational teachers:

- The vocational teacher must know what he or she is "talking about."
- The excellent vocational teacher must want to help people.
- The excellent vocational teacher needs to act as a "change agent."

Certification was a subject of great interest. A representative from Duval County said that "teachers often feel as if they're being punished" because of the long turn-around time for receipt of certificates.

Several states require preservice workshops for vocational instructors. In Florida nondegreed vocational teachers have traditionally come directly from industry or business to the classroom/lab with little or no professional education preparation.

A member of the group commented: "The absence of a planned program of preservice education has a direct effect on vocational teacher excellence and retention of teachers."

The group also discussed the loss of teacher educators throughout the state. The number of vocational teacher educators has been reduced from 69 in 1980, to 48 faculty positions in 1989. As faculty have left the universities (due to position change, retirement, or death) they simply have not been replaced.

A **new model for the preparation of nondegreed teachers in Florida** was endorsed by the discussion group. It was agreed that such a model should include a mix of work experience, formal education, preservice education, inservice education and technical updating. Work experience still must be the core for nondegreed vocational teachers. A comprehensive vocational teacher education model would include several components to serve as conditions of employment and tenure:

1. Increase certification requirements in professional education for nondegreed vocational teachers;

2. Require attendance at a preservice workshop prior to teaching;

3. Return vocational-technical teachers periodically to the work place to attain new technical skills and information;

4. Identify continuing professional education through inservice education;

5. Provide incentives and/or rewards for continued technical and professional growth and improvement; and

6. Verify technical skills and knowledge through competency examinations such as NOCTI (National Occupational Competency Testing Institute) examinations.

It was also noted that the SREB plan of action recommends that states require nondegreed vocational teachers to complete a degree within a certain period of time, and that they make minimum progress each year toward that goal. "This should not be the same old teacher education program, but new programs aimed at broadening their academic and technical competencies and their ability to integrate academic and vocational content."

Participants in the "Vocational Teacher Excellence" group also expressed their concern over the recent loss of 40 occupational specialist positions in Duval County.

APPENDIX B

RESPONSES TO PART II

- *The Status of Vocational Educator Availability in Florida*

from
the Florida Department of Education
Division of Vocational,
Adult, and Community Education
(DVACE)

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

Robert S. Howell, Director
Division of Vocational, Adult
and Community Education

October 16, 1990

Mr. Charles R. Perez, Chairman
Florida Council on Vocational Education
Florida Education Center (1252-K, PTW)
Tallahassee, FLorida 32399

Dear Mr. Perez:

Thank you for the Florida Council on Vocational Education report entitled The Status of Vocational Teacher Availability in Florida. The Council is commended for sponsoring and directing such a timely and extensive study of the status of vocational instructional staff in our state. Along with the Council, the Division of Vocational, Adult and Community Education believes that the recruitment and retention of competent instructors is an essential component of any plan or policy to improve vocational education in Florida.

In general, the Division concurs with the report's conclusions and believes that the Council's recommendations reflect appropriate strategies for strengthening the quality of Florida's vocational instructional staff. Enclosed is a copy of the Division's specific response to each of the recommendations. You will note that we believe considerable progress has been made toward addressing several of the recommendations.

Thank you again for the report and recommendations. Please call me if I can be of further assistance.

Sincerely,

Robert S. Howell

enclosure

RSH/pmj

cc: Dr. James A. Culligan

THE STATUS OF VOCATIONAL EDUCATOR AVAILABILITY IN FLORIDA

Division of Vocational, Adult and Community Education
Responses to Survey Recommendations

RECOMMENDATION 1:

The department of education should convene a task force representative of all concerned state and local parties and charge it with the responsibility to delineate specific problems relative to eligibility requirements for vocational teacher certification. This task force should recommend specific policy and procedures to certify and recertify vocational educators at the secondary and postsecondary adult level, including full-and part-time adjunct teachers. Such procedures should be reasonably achievable by qualified job applicants and be designed to assure that qualification requirements are appropriate to accommodate an individual's relevant knowledge and skills. Also, the procedures should assure competent instruction for each level of students.

RESPONSE:

The Division of Vocational, Adult and Community Education (DVACE) supports the intent of the recommendation which seeks to assure the qualifications of persons who are instructing vocational education programs and courses. Further, the DVACE recognizes the leadership and efforts of the Department of Education Bureau of Teacher Certification during the years 1985-90 which have resulted in significant changes in vocational teacher certification requirements. Certification rules were reviewed and rewritten to more closely align certification requirements with the skills and competencies being taught in teacher preparation programs and assessed in the state mandated testing program. Additional changes in vocational teacher certification requirements are expected to be made within the next five years. The professional preparation block of requirements for teachers in degreed programs (Agriculture, Business, Home Economics, Technology Education, and Marketing) will be reviewed to identify the need for certification changes.

As expressed in a position paper to the DVACE Director, vocational teacher certification is a priority area of concern for the Florida Association of Vocational Teacher Educators (FVATE). DVACE staff will work closely with the vocational teacher educator association, as well as with other appropriate representatives, to identify and recommend strategies to further strengthen the vocational teacher certification process.

RECOMMENDATION 2:

The department of education should continue and extend current revised management practices and procedures to more effectively and efficiently process certification applications to reduce the turn around time schedule.

RESPONSE:

The DVACE concurs with the recommendation. In addition, procedures and personnel in the Bureau of Teacher Certification have been restructured to provide more timely and efficient services. Even during the May-June rush period, when 40% of the yearly volume of applications is received, the Bureau has averaged a 40-day turnaround period for completing application requests. Bureau staff are committed to decreasing turnaround time and expediting the application process.

RECOMMENDATION 3:

The state board of education should support the need for salary increases for Florida educators. This would have the effect of assuring a competitive market for hiring and retaining vocational educators by salary schedules comparable to the most common sources of vocational teachers-other states and business and industry.

RESPONSE:

The DVACE supports a policy that will enable Florida to establish and maintain a competitive position with regard to salaries for teacher recruitment and retention. This is important due to the percentage of teachers who must be recruited from other states as well as from business and industry.

RECOMMENDATION 4:

Florida university vocational teacher educators should consider utilizing technologies and strategies, such as the Sunstar Satellite System, designed to deliver appropriate, available, and timely course work to vocational educators.

RESPONSE:

The recommendation is consistent with the ongoing policy of the DVACE to promote the use of current technologies and innovative strategies in all vocational education programs. For several years, the DVACE has sponsored activities to orient and provide opportunities for vocational educators, including teacher educators, to learn how to use current technologies in delivering vocational education. In addition, the 1986-91 Florida Inservice Vocational Education

Plan included provisions for the use of educational technology in the delivery of professional and technical updating activities. The following examples provide evidence of the variety of activities which have been implemented to promote the use of current technologies and innovative strategies in vocational teacher education.

- The University of Central Florida uses telephone conference calling to allow graduate students to join class discussions through long distance telephone connection. Students assemble at one of four university-sponsored sites or connect at their own expense from their homes, offices, or other locations.

- Vocational teacher educators at several universities use computer conferencing technology as a result of participating in a workshop that was supported by the DVACE.

- A teacher education survival skills interactive videodisc program was developed at the Florida State University. The program provides beginning teachers a valuable, quick course in the basic skills necessary for giving instruction, dealing with students, and managing a classroom.

While citing these examples, the DVACE acknowledges the need to further expand the use of current technologies and innovative delivery strategies in vocational teacher education. This need is also recognized by the Florida Association of Vocational Teacher Educators (FVATE). In a current position paper to the DVACE Director, the association issues a challenge for the use of current technology to improve the accessibility of vocational teacher preparation opportunities for educators in remote sites.

The DVACE will continue to coordinate activities such as the following as a means of promoting the use of current technology to support preservice and inservice vocational teacher education programs.

- Staff development activities will be sponsored in conjunction with the FAVTE to provide teacher educators with information regarding the Department of Education's technological instructional delivery capabilities, including computer conferencing and networking, electronic communications, and the SUNSTAR satellite system. Teacher educators will be encouraged to identify university technological resources, including delivery costs and funding sources.

- Electronic mail among vocational teacher educators, administrators, and other personnel will be established during 1990-91 to link individuals with DVACE staff.

- A file devoted to vocational education topics has been established on the Department of Education electronic bulletin board. During 1990-91, staff development activities regarding the use of the Bulletin Board will be conducted for vocational teacher educators.

RECOMMENDATION 5:

The state university system should strengthen and expand the capability of university teacher education departments to recruit and prepare vocational teachers/instructors in those discipline areas experiencing significant shortages.

RESPONSE:

The recommendation is consistent with efforts by the DVACE to support activities designed to strengthen all teacher education programs, including programs designed to prepare persons for critical teaching areas. As a result of coordination between the DVACE, the State University System, and vocational teacher educators, several innovative teacher preparation programs have been developed to address the needs of persons who are preparing to teach vocational programs which . ve experienced teacher shortages. The following programs ve been especially effective for preparing teachers in Health Occupations Education, Industrial Education, and Technology Education.

- The Extern Learning in Technical Education (ELITE) is a nontraditional baccalaureate degree program established by the University of South Florida. The program allows students to receive college credit for their occupational experience, verified through different occupational competency methods, and blends community college and traditional university courses offered at convenient times for vocational instructors. The DVACE funded a project to develop the model program, and has subsequently funded projects to adapt and transfer the program to other universities.

- A four-year project has been funded at the University of North Florida to development a Technology Education Teacher Education Center. The program is undergoing university and Department of Education program approval during 1990-91.

- A 1990-91 project has been funded at the University of South Florida to develop a Technology Education teacher education program.

In addition, the Florida Department of Education has joined with the U.S. Army to alert personnel being released from active duty about teaching opportunities in the state. From the ranks of the military, a large pool of technical talent is expected, and may serve as a resource for recruiting vocational instructors in Health Occupations Education, Industrial Education, and Public Service Occupations.

RECOMMENDATION 6:

School districts and community colleges should consider using available staff development funds to provide inservice instruction for vocational teachers/instructors responsible for delivering instruction to students with disadvantaged and/or handicapped conditions, with additional training opportunities for teachers/instructors assigned to teach vocational subjects to special needs students in separate specialized classes.

RESPONSE:

The DVACE supports the recommendation and considers it to be especially timely in light of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 which emphasizes the improvement of programs for at risk populations. The legislation should result in a more concentrated local effort to provide the instructional support services, including inservice teacher education, that are necessary to deliver quality vocational education programs for special populations.

DVACE staff will continue to work closely and coordinate activities with local educational agencies, other state agencies, and professional organizations to strengthen vocational education programs for special populations. One example of interagency coordination has been the effectiveness of the curriculum-based assessment and cooperative consultation workshops in assisting local districts to develop models for improving the completion rate of handicapped students in vocational programs. The success of the workshops has encouraged an on-going interagency commitment to expanding staff development opportunities for educators at all levels who work with special populations. In addition, the DVACE will work with local agencies to develop and implement master inservice plan components for improving the expertise of instructors in working with special populations.

APPENDIX C

RESPONSES TO PART III

- *Involvement of State Technical Committees in Vocational Education in Florida*

from
the Florida Department of Education
Division of Vocational,
Adult, and Community Education
(DVACE)

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

Robert S. Howell, Director
Division of Vocational, Adult
and Community Education

November 7, 1990

Dr. James Culligan
Executive Director
Florida Council on Vocational Education
Florida Department of Education
Tallahassee, Florida 32399

Dear Jim:

SUBJECT: F/COVE REPORT: INVOLVEMENT OF STATE TECHNICAL COMMITTEES IN VOCATIONAL EDUCATION IN FLORIDA, JUNE, 1990

Provided below are responses to the Recommendations found on page 12 of the report.

Recommendation 1.

Each technical committee should develop and operate from a Program of Work. The Division of Vocational, Adult, and Community Education should provide technical assistance to each committee in developing and implementing each committee's Program of Work.

Response:

Actions to implement this recommendation will be taken beginning with the Joint F/COVE State Technical Committees (STC) meeting October 24-25, 1990 in Tampa. A brief and achievable Program of Work can provide a realistic approach to setting specific objectives, establishing timelines, and completing a task. Such a program would be helpful to new members appointed to the committees. Detailed and lengthy Programs of Work could have a tendency to overwhelm business/industry members who are already very busy. Committee members generally are willing to participate and want to know the answer to the question: "What do you want from me?" and "How can I help you?" In the past, minutes of committee meetings have included components of Programs of Work, though not in a formal display.

Recommendation 2.

Each technical committee should maintain a chronological record of its recommendations and action requested. The documenting and tracking of committee recommendations and action requested would be a part of historic evaluation of committee activities.

Response

Minutes of committee meetings have been prepared following each meeting and include records of committee recommendations and actions requested. Beginning with the Joint F/COVE STC meeting October 24-25, 1990 in Tampa, steps will be taken to implement and utilize an improved format for displaying recommendations and DVACE staff activities responding to recommendations. The minutes will contain a section that will better facilitate the tracking of recommendations and actions taken with an emphasis on results.

Recommendation 3.

Procedures should be devised and implemented to provide a network for communication between/among state-level technical committees and local-level program committees.

Response

We do not concur with the recommendation for a formal network for the following reasons:

> For several years the DVACE attempted to maintain an up-to-date list of local program advisory committees; however, this effort proved to be unmanageable and was discontinued about three years ago. At that time, the computer listing contained approximately 4,000 committees and 35,000 names of persons - many of whom were deceased.

> Many business/industry members do serve on local program advisory committees - so there is communication.

> An additional layer of networking would be too much to ask of busy people.

> There is no evidence that networking would make a contribution to committee operation.

> Due to the diversity in the committee membership and different programs in a program area, the state technical committee would have difficulty in establishing a meaningful

dialogue with a specific local program advisory committee.

Recommendation 4.

The state-level technical committees should be encouraged to work as a unified group to represent vocational education in the State of Florida.

Response

We concur partially with this recommendation. Each committee does an admirable job in representing the specific program area and bringing to it needed input from business and industry perspectives. As a group, collectively they do provide a banner for vocational education; however, to work as a unified group could require considerable time and effort and may discourage participation. Another point is that a committee serves as an advisory body to vocational education - not necessarily representing vocational education. An attempt to implement the recommendation could possibly lead to confusion of "consultation and advice" with "administration." One main purpose of the Annual Joint F/COVE STC Conference is to enable committees to better visualize the totality of vocational education and the complementary roles of the committees in meeting statewide objectives.

Sincerely,

Robert S. Howell, Director
Division of Vocational, Adult, and
Community Education

RSH:rrs

cc: Patsy Agee
Richard Ray
OPDs

APPENDIX D

RESPONSES TO PART V

- *Changing Occupations in Florida: An Agenda for Identifying and Responding to New, Emerging, and Changing Occupations in Florida's Labor Market*

from
the Florida Department of Education
Division of Vocational,
Adult, and Community Education
(DVACE)

and
the Florida Department of Labor and Employment Security
Division of Labor, Employment, and Training
Bureau of Labor Market Information

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

August 6, 1990

Robert S. Howell, Director
Division of Vocational, Adult
and Community Education

M E M O R A N D U M

TO: Charles Perez, Chairman, Florida Council on Vocational Education

FROM: Bob Howell

SUBJECT: Response to the FCOVE Report "Changing Occupations in Florida: An Agenda for Identifying and Responding to New, Emerging and Changing Occupations in Florida's Labor Market"

Thank you for the opportunity to respond to the subject report addressing the identification of new, emerging and changing occupations and the development of a profile for Florida's future workforce. Both of these issues will be very important as we plan to take vocational education into the 21st Century.

Rather than responding to each recommendation individually, I would like to share with you our plan of action relating to these two important areas. I think you will find that these actions address the substance of each of the FCOVE recommendations.

Identifying New, Emerging and Changing Occupations

We feel the most accurate and economic method of identifying these occupations will entail a combination of survey data and information obtained from technical and advisory committees. We certainly recognize the value of the OES data from the Department of Labor's Bureau of Labor and Market Information and that of the placement and employer satisfaction surveys from FETPIP. However, a portion of these data bases which has gone largely untapped could provide a rich source of information about new, emerging and changing industries. That area is the specific employer-generated job titles which do not coincide with the OES survey taxonomy used by both programs. A joint analyses of these data by the Bureau of Labor and Market Information and FETPIP could provide valuable information about occupations which are

either new to Florida or heretofore have been small in number. We feel that this examination should be conducted prior to serious consideration being given to expanding either survey. We need to take care so that we do not jeopardize the response rate from employers that we now enjoy and exceed the point of diminishing returns. In particular, detailed survey instruments which address specific skill requirements would no doubt suffer from extremely low response rates and hence information of little reliability.

Identifying specific skill levels for curriculum development is best handled through our technical committees. They address not only the occupational skills required within their occupational area, but also the requisite basic skills in math, communication and problem solving. Based on such committee recommendations, we are beginning to raise the basic skill levels of vocational education courses through revision of the curriculum frameworks. In particular, we are working to raise the math and communication skills for business and marketing from a 7th grade level to the 10th grade as is demanded by business and industry.

While their focus is somewhat different, these technical committees also can serve as a valuable resource in identifying new, emerging and changing occupations. In particular, the state-wide meeting of the technical committees which will be held in October provides an excellent opportunity to identify trends within their occupational areas. We will ensure that the identification of new, emerging and changing industries is included in our charge to the technical committees and that their findings are reported to FCOVE and other advisory committees for their use in planning.

The Industry Services program, by its very nature of assisting new and emerging companies, is a bell weather of change in Florida's business and industry community. Similarly, the community colleges, with their Sunshine State Skills Program and Technology Transfer Centers, provide important information about future occupations. The first joint meeting of the Economic Development Advisory Committee and the Industry Services Advisory Council in May of 1991 will provide an excellent forum for identifying new and expanding industries together with their training needs.

Profiling Florida's Future Workforce

With its growth and high immigration, projecting the composition of Florida's future workforce is an exceedingly difficult task,

yet essential if we are to strategically plan to meet their training needs. Unfortunately, much of the data which has been used in recent years has had its origin in the 1980 census. It now has questionable accuracy or even relevance. We anxiously await the results of the 1990 census so that we can use more accurate information in our planning. Of particular interest is the literacy level, both current and projected, of our labor force as literacy will be a prerequisite to skills training for essentially all of tomorrow's jobs. It is our intent to work not only with the Florida Department of Labor and Employment Security but also with demographers from the university system so that we might make maximum use of this information.

Finally, several state agencies (Commerce, Labor, Education) and several advisory bodies each have their finger on the pulse of a different sector of Florida's economy and educational system. In her 1990-91 legislative initiatives, the Commissioner of Education will request the establishment of an economic development and educational needs forecasting conference bringing together the perspectives of each of these entities supported by economists and demographers, to establish a common base for planning and to integrate new economic development and educational initiatives.

Actions

The following schedule of activities is proposed:

1. Initiate the analysis of existing OES and FETPIP data through the Labor Market Information Coordinating Committee of the State Job Training Coordinating Council - September 1990.

2. Identify new, emerging and changing industries as a by-product of the Statewide Technical Committee Meeting - November 1990.

3. Issue a report on new, emerging and changing industries as a result of the annual meeting of the Industry Services Advisory Council and the Economic Development Advisory Committee - May 1991.

4. Propose legislation to establish the economic development and educational needs forecasting conference - January 1991.

Again we look forward to working with you on these important activities. If you have questions with regards to these plans, I will be happy to discuss them with you.

cc: Jim Culligan

Florida Department of Labor and Employment Security
Division of Labor, Employment and Training

Bob Martinez
Governor
Hugo D. Menendez
Secretary

September 27, 1990

Mr. Charles Perez
Chairman, Florida Council on Vocational
Education
c/o Dr. Jim Culligan, Executive Director
The Florida Education Center
Tallahassee, Florida 32399-0400

Dear Mr. Perez:

Thank you for the opportunity to respond to "Changing Occupations in Florida". This paper contains several recommended actions for the Department of Labor and Employment Security, Bureau of Labor Market Information.

While some of the recommendations have merit, many of them could be best handled by existing committees within the Division of Vocational Adult and Community Education (DVACE). Some of the data collection recommendations might not be advisable due to their small size and possible negative impact on current surveys in DVACE and our Department.

The enclosed paper gives detailed responses to each of the recommendations for actions by the Bureau of Labor Market Information.

We share your interests in coordinating data collection strategies with vocational planning.

Sincerely,

Rebecca Rust

Rebecca Rust, Chief
Bureau of Labor Market Information

RR/gfb

Enclosure

cc: Mr. Ken Baer
Mr. Bob Howell
Ms. Frazier

The Atkins Building, Suite 300 - 1320 Executive Center Drive - Tallahassee, Florida 32399-0667

Comments on "Changing Occupations In Florida"

Background

This publication focuses on the issues of new, emerging, and changing occupations in Florida. It contains specific recommendations for actions by the Labor Market Information Coordinating Committee, Bureau of Labor Market Information, and various bureaus within the Division of Vocational, Adult, and Community Education (DVACE).

On a more general level, the types of data available for vocational planning have seen vast improvement over the past five years. These improvements consist of changes to existing programs and the creation of an entirely new data collection activity as discussed below.

The first change is the establishment of a permanent program to produce industry and occupational projections within the Bureau of Labor Market Information called Occupational Employment Statistics (OES) Projections. Partially funded by DVACE, this program annually updates industry and occupational projections for Florida and all 67 counties. Since 1985, industry and occupational projections have been produced four times, two sets of 1995 projections and two sets of year 2000 projections. In 1990 projections will not be produced due to activities related to changing OES Projections over to the new 1987 Standard Industrial Classification. A third set of year 2000 projections will be produced in 1991 covering

the 1989-2000 timespan. These constant updates assure that the latest available demand data using the latest classifications can be used for vocational planning.

The Florida Occupational Information System (FLOIS) has likewise seen vast improvement over the past three years. FLOIS is now updated annually with new demand data from OES and supply data from DVACE.

Improved wage and characteristics data are now part of FLOIS along with improved data displays of supply/demand relationships. FLOIS is now available to the users of two major computer networks, Northwest Regional and Caldwell Data Centers.

By far the most powerful new tool in vocational planning is the establishment of the Florida Employment and Training Placement Information Program (FETPIP). The FETPIP uses the State's Unemployment Insurance administrative data files as a way to track vocational completers in the labor market. This system can accurately measure the outcomes of vocational training by occupation for any geographic configuration. It is superior to OES and FLOIS in vocational program evaluation since it measures direct outcomes. Another possible major enhancement is to use FETPIP data as the supply component in FLOIS. All three systems OES/FLOIS/FETPIP use the same taxonomy, the OES classification system.

One of the major problems in dealing with the new and emerging issue is the lack of specific data elements to guide policy makers. These data

problems relate to the current data available on occupational demand as produced by the OES program within the Bureau of Labor Market Information.

One problem with available data is the concepts behind the taxonomy used in OES.

The OES Taxonomy

The OES Taxonomy is a classification system containing 732 discrete occupations. It is based on the Standard Occupational Classification (SOC) system, i.e. the majority of OES occupations have a one-to-one match with SOC occupational codes. This also allows matching OES to the Census taxonomy which is SOC based. The current OES taxonomy (introduced in 1983) is designed and maintained by the Bureau of Labor Statistics (BLS).

This is a broad taxonomic system which was designed with several concepts in mind. One concept is simplicity which makes the taxonomy easy to use for establishments that report their occupational structure via surveys. The OES taxonomic system "lumps" occupations; for example, there is no OES code for CAT Scan Operators in the medical technical fields. This "new" occupation is lumped with radiologic technicians. Another example of "new" occupations would be VCR repairers. This is lumped with home entertainment equipment repairers in OES.

Another consideration and concept used in designing OES was articulation with vocational programs. The taxonomic system has much more detail for

clerical/technical/trades occupations than it does for professional occupations. This is to assure adequate detail to match vocational needs.

Because of lumping or combining occupations, OES does a poor job of capturing very specific new and emerging occupations. The system does not try to measure every skill change in these existing broad occupations, but concentrates on having consistent, accurate, and easy to understand occupations that can be easily reported by public and private sector employers. However, the occupational definitions are usually updated, on an annual basis, to conform to changes in the labor market. For example, the definition of radiologic technologists specifically lists CATs scans and the definition of electronic home entertainment equipment repairers specifically lists video equipment.

Another action by BLS is to review all occupations that did not fit into the available occupations listed on the OES survey forms. These are reported on attachments to the survey forms, by employers, and are sent to BLS. The review is conducted to determine the adequacy of occupational definitions and the design of the survey forms. It is not conducted specifically to measure "new and emerging" occupations, although efforts are made to include these in existing occupations or, if enough firms report additional new occupations, these will be added to the taxonomy.

The following are answers to specific recommendations in the body of the paper.

Recommendations

The Bureau of Labor Market Information should identify significant occupations and industries in Florida related to new, emerging, and changing occupations. Data collected in the Florida Employment and Training Placement Information Program (FETPIP) should also be utilized in this effort.

Suggested activities for the Bureau of Labor Market Information (BLMI) in this area include:

Recommendation a. Development of a written report on procedures (state and substate) for identifying changing occupations in Florida, including the use of FLOIS and any recommended changes in FLOIS content or delivery capabilities.

Response - Changing occupations are not currently identified in FLOIS or OES. The best way to accomplish this goal is via the DVACE technical committees. They address both the changing requirements of occupations and the changing basic skills requirements.

Recommendation b. Identification of (and/or procedures for identifying) occupations with significant growth rates and size.

Response - These data elements are already available by state and substate area in OES and FLOIS. Both growth and size tables are easy to produce in BLMI via OES and/or FLOIS.

Recommendation c. Identification of high technology and high growth industries in Florida at the most detailed level possible considering confidentiality constraints.

Response - High technology is a very small and shrinking part of Florida's Labor Market. However, BLMI can provide both "high tech" and high growth industries for Florida and substate areas.

Recommendation d. Identification of occupational staffing patterns (state and substate where available) within significant industries.

Response - While specific parts of the staffing patterns are confidential, these could be provided for statewide in the majority of cases and for substate, provided confidential individual firm data was not released.

Recommendation e. Analysis of staffing pattern changes of significant occupations and within significant industries.

Response - The OES surveys industries on a three year cycle. For example, manufacturing was surveyed in 1983-1986-1989. Provided software is written, comparisons could be done for all three survey cycles. Another option is to produce comparisons of various OES matrices which show occupations across all industries. This

relates directly to another "occupational change" issue, the change factor matrix. The change factor matrix, is produced by BLS and is designed to change the relative importance of occupations within industries over projected periods of time. Staff of BLS are currently working on a new version. The current change factor matrix has several flaws and is badly in need of updates and enhancements. Florida will use the updated change factor matrix as soon as it is produced.

Recommendation f. Examination of the occupations written in by employers on the long and short forms of the OES survey to determine the usefulness of this information for identifying new and emerging occupations.

Response - This recommendation has little real utility. Occupations written in, on long and short forms, would relate more to the design of survey forms and not necessarily to new or emerging occupations. Very few occupations appear on these survey supplements and these are always coded with an existing occupation.

Recommendation g. The Bureau of Labor Market Information should work with the Division of Vocational, Adult and Community Education, in cooperation with the Division of Community Colleges, to develop survey procedures for identifying additional new, emerging or changing occupations and their skill requirements.

Response - This relates to recommendation 2. a. discussed previously. Additional survey burdens on employers might have a negative impact on OES and FETPIP, which both enjoy high response rates and solid output data.

Conclusions

Actions related to new, emerging and changing occupations attempt to make Florida's Vocation Training system more responsive to the actual conditions of the labor market. Another effort, conducted by DVACE called the Labor Market Analysis Expanded Project Group is working on data use, analysis, and interpretation issues. The focus of both efforts is to make vocation programs more relevant to labor market needs.

We would suggest one concerted effort by all parties with interests and/or input into the vocational planning process. The lense to focus all these efforts should be the LMICC. The ultimate goal would be to assure that the vocational planning process is responsive to Florida's changing labor market. Consequently, vocational programs would meet labor market needs as relates to needed job skills, and a sufficient supply of trained labor would be available in order for the economy to function well.

This concerted effort should include an analysis/evaluation workgroup that would look into the current state of vocational planning. Areas for improvement in data production, collection, analysis, and interpretation would be identified to include new, emerging, and

changing occupations. Training needs for DVACE and district staff would, no doubt, also be identified. The workgroup should consist of representatives from FETPIP, BLMI, DVACE, and the SJTCC/LMICC. Representatives of the DVACE technical committees would need to be involved. The recent improvements in data availability and quality could be put to much better use if a formal vocation planning manual were written by the analysis/evaluation workgroup. Much of this effort has already been done by the Labor Market Analysis Expanded Project Group. Two outputs from the workgroup would be provided: a report to the LMICC and Florida Council on Vocational Education on the current state of vocational planning with recommendations concerning data relevance and quality, and recommendations concerning data analysis and interpretation as relates to training programs. Training recommendations for DVACE and district staff would also be included. The second output would be a vocational planning manual with basic sections on all types of relevant planning information: FETPIP/OES/FLOIS.

It would then be the responsibility of DVACE and the SJTCC to assure that the available data are used properly and that vocational planning is driven by the labor market.

APPENDIX E

RESPONSE TO PART VII

- *The Use of JTPA Eight Percent Set-aside Funds in the Creation of the Florida Model for the Education of JTPA Clients*

from
the Florida Department of Education
Division of Vocational,
Adult, and Community Education
(DVACE)

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

Robert S. Howell, Director
Division of Vocational, Adult
and Community Education

September 21, 1990

Mr. Charles R. Perez, Chairman
Florida Council on Vocational
Education
Florida Education Center - (1252-K, PTW)
Tallahassee, Florida 32399

Dear Mr. Perez:

Thank you for the Florida Council on Vocational Education report on The Use of JTPA Eight Percent Funds in the Creation of the Florida Model for Education of JTPA Clients.

The report reflects a very thorough look at the 8% set-aside for coordination of education and training in Florida for economically disadvantaged youth and adults. The 8% program has been used very effectively to support training and services of JTPA referred clients to the local education agencies in our state by the local Private Industry Councils. We accept and appreciate your commendation of the program.

The recommendation to inform appropriate education personnel at the local level where the Employability Skills Interactive Videodisc systems are in use will be made. In fact, the DVACE is taking steps at this point to make the system available to all LEAs who would use it to expand their employability skills training capabilities for students. We exhibited the system at the Vocational Education Conference as a means of making more people aware of the system and will be letting all agencies know the system is available through our Bureau of Career Development. We anticipate that the materials will be available for wide distribution by January 1991.

Thanks again for the comprehensive report and appropriate recommendations.

Sincerely,

Robert S. Howell, Director
Division of Vocational, Adult and
Community Education

hsy
cc: Dr. Jim Culligan

The Florida Education Center • Room 1114 • Tallahassee, Florida 32399 • (904) 488-8961
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